
Report of the Conference held at Simla on the 20th
and 21st August 1917, to consider the question
of English and Vernacular teaching in secondary
schools.

MEMBERS OF THE CONFERENCE.

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Member of the Viceroy's Executive Council.

THE HON'BLE MR. H. SHARP, M.A., C.S.I., C.I.E.,

Officiating Secretary to the Government of India.

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PROVINCIAL DELEGATES.

Madras.

1. THE HON'BLE MR. J. H. STONE, M.A., C.I.E., *Director of Public Instruction.*

2. T. V. SIVAKUMARA SASTRIYAR, ESQ., B.A., L.T., *Lecturer, Teachers' College, Saidapet.*

3. REVEREND W. MESTON, M.A., B.D., *Bursar and Professor of English, Madras Christian College.*

4. RAO BAHADUR K. SESHA AYYAR, *Headmaster, Municipal High School, Movavaram.*

5. THE HON'BLE J. G. VERNON, M.A., C.I.E., *Director of Public Instruction.*

6. V. B. NAIK, ESQ., M.A., *Superintendent, New English School, Poona.*

7. G. K. DEVADHAR, ESQ., M.A., *Servants of India Society, Poona.*

8. K. NATARAJAN, ESQ., B.A., *Editor, Indian Social Reformer, Bombay.*

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9. THE HON'BLE MR. W. W. HORNELL, M.A., M.R.A.S., *Director of Public Instruction.*

10. RAI BAHADUR DR. PURNANANDA CHATTERJI, B.A., B.Sc., *Inspector of Schools, Rajshahi Division.*

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United Provinces.

12. THE HON'BLE MR. C. F. DE LA FOSSE, M.A., *Director of Public Instruction.*

13. THE HON'BLE SUNDAR LAL, Kt., C.I.E.

14. RAI BAHADUR G. N. CHAKRAVARTI, M.A., LL.B., *Inspector of Schools.*

15. KHAN BAHADUR SAIYID MUHAMMAD ABDUR RAOOF, *Bar. at-Law, Allahabad.*

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16. THE HON'BLE MR. J. A. RICHEY, M.A., *Director of Public Instruction.*

17. THE HON'BLE KHAN BAHADUR M. FAZI-I-HUSAIN, M.A., *Bar.-at-Law.*

18. BAKHSHI RAM RATTAN, B.A., B.T., *Headmaster, Dayanand Anglo-Vedic High School, Lahore.*

Bihar and Orissa.

19. THE HON'BLE RAI BAHADUR DVARIKA NATH, B.A., LL.B.

Central Provinces.

20. PANDIT KANHAYALAI GURU, M.A., *Inspector of Schools, Chhattisgarh Division.*

21. PANDIT SITACHARAN DUBE, M.A., B.L., *Pleader and Chairman of the District Council, Hoshangabad.*

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SPEECH DELIVERED BY HIS EXCELLENCY THE VICEROY AT
THE OPENING OF THE CONFERENCE.

You have been asked to meet here in Simla to consider certain important questions relating to our educational system, and I have come to open your conference, not with any idea of attempting to influence your deliberations, but with the sole purpose of bidding you welcome and of emphasising the importance I attach to the questions which you are about to discuss. And first let me repeat, at the risk of seeming platitudinous, the principle which, I would urge, should govern all educational conferences:—Examine the question which is being laid before you solely from the educational standpoint. I quite appreciate that it may be looked at from other points of view, but we are not asking you to do this. What we are asking you to consider is whether, accepting the present policy with regard to English, any improvement can be made in the general arrangements now in force in our schools with reference to the teaching of English and the use of English as a *medium* of instruction, keeping two desiderata in view—first, that students may be enabled to obtain a better grasp of the subjects which they are taught; and, secondly, that they may complete their secondary course with a more adequate knowledge of the English language than at present.

Some of you may be aware in this connection that the larger question of making the Indian vernaculars *media* of instruction and the study of English, as a second language, compulsory for Indian pupils in all secondary schools was brought up in the form of a resolution in the Imperial Council in March 1915, and that the then Education Member, Sir Harcourt Butler, deprecated any reference to local Governments on the subject until after the end of the war. It is not our intention to go back on this decision, but I have thought it well that we should have this small conference in the meantime with a view to clear the ground and to arrive at a better idea of the points which should later on be referred to local Governments for consideration.

You will observe then that the scope of your enquiry is strictly limited, but none the less there is important spadework for you to do, and I look forward to valuable conclusions being reached by you. While, however, you will be forming your conclusions on the working of the present arrangements prevailing in the schools, it may not be amiss if I remind you briefly of the past history of this question in its broader aspects.

As you are all aware, we go back for our beginnings to Macaulay's famous minute of 2nd February, 1835. In that minute Macaulay gave, as has been said, a decisive bias to the course of education in India and decided unhesitatingly in favour of English. But Macaulay was not oblivious of the claims of the vernaculars and looked forward to the formation of a class which should "refine the vernacular dialects of the country, enrich these dialects with terms of science borrowed from the Western nomenclature and render them by degrees fit vehicles for conveying knowledge to the great mass of the population."

From 1835 we pass on chronologically to 1854, when a despatch was written by the Court of Directors of the East India Company to the Governor-General of India in Council on the subject of the education of the people of India, and from this despatch let me quote certain striking passages:—

"It is neither our aim nor our desire," the Directors say, "to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of the population.....In any general system of education the English language should be taught when there is a demand for it, but such instruction should always be combined with a careful attention to the study of the vernacular language of the district and with such general instruction as can be conveyed through that language; and while the English language continues to be made use of, as by far the most perfect *medium* for the education of those persons who have acquired a sufficient knowledge of it to receive general

instruction through it, the vernacular language must be employed to teach the far larger classes who are ignorant of, or are imperfectly acquainted with, English. We look therefore to the English language and to the vernacular languages of India together as the *media* for the diffusion of European knowledge."

The Education Commission of 1882 did not put forward any definite recommendations on the subject, but came to the conclusion that a boy was more intelligent if he had studied through the *medium* of the vernaculars till the highest classes were reached. The Indian Universities Commission of 1902 was strongly in favour of the inclusion of vernaculars as a subject in the higher courses even up to the M. A.

The Government Resolution of 1904 laid down that English should not become the *medium* of instruction earlier than the age of 13, and that no scholar in a secondary school should even then be allowed to abandon the study of the vernacular.

Now these extracts raise some important points.

Macaulay decided in favour of the highest education being in English, but clearly contemplated an improvement of the vernaculars so as to make them the vehicle of Western thought.

The despatch of 1854 went further. It distinctly contemplated the encouragement and enriching of the vernaculars by translations from English, the limitation of English education to very few, and the propagation of Western knowledge through translations.

Sixty-three years have elapsed since the date of Sir Charles Wood's despatch and English education has taken firm hold upon the country. It is surely out of the question now to talk of going back on the established lines of our educational system. The interest of the educated classes is centred in English. English is on the high road to become, if it has not already become, among the educated classes the *lingua franca* all over India. English is required in all the public administration of the country. While I have much sympathy with those who deplore the neglect of the vernaculars, is it not obvious that the substitution at this time of day of the vernaculars for English is beyond the bounds of practical politics, even if the Government were willing to consider such a policy? I would further ask them to remember the great divergence of opinion among the Indian members on this subject which was manifested in the debate in 1915 on the resolution to which I have already alluded. I think that the discussion which then took place affords strong confirmation of what I have just said. Again, the very multitude of the vernaculars presents a practical difficulty for which I have never seen a satisfactory solution propounded. Moreover, with each generation English will come more and more to be learnt not in the schools but in the everyday intercourse of the home. This larger question is not now before you, but in view of what has been urged elsewhere, I have briefly enumerated some of the patent objections to a reversal of the present policy.

Accepting then this position, what is there that we can do? I believe a very real advance can be made in the encouragement of the vernaculars both outside and independently of their place in our educational system and within it.

Again, within our educational system we should carefully consider the present teaching of English. It may be, for instance, that we are concentrating our attention too largely on the teaching of English literature and too little on the acquisition of English as a living language. Whatever the cause, I think it is common ground that the teaching of English in our schools is not as satisfactory as we could wish. It will be for you, gentlemen, to help us with your advice in this matter.

Lastly, I come to the subject of the *media* of instruction.

As you all know, the vernaculars and English are both the *media* of instruction in our schools, and it is sometimes over-looked to what a large extent the vernaculars figure at the present time as a *medium* of instruction. But it is certainly worth our while to examine from the educational standpoint what the

relative position of these *media* should be to each other, having in view the one object, *viz.*, that the pupil should derive the greatest possible advantage from his schooling. This is a matter on which only those who have practical knowledge of work in the schools are competent to advise, and I can only regret that I have not that first-hand knowledge which would entitle me to give an opinion. You, however, have that knowledge and I feel confident that you will be able to give us some sound and practical advice. Do not, I pray you, despise this piece of spadework which we are asking you to do. From my experience of educational work, I would impress on you the importance of these seemingly small points of practical working. The best laid schemes often go astray through the neglect or mishandling of some small detail, of which only those at work in the schools realise the importance. I recognise the value of large and generous ideals in the sphere of education, but we must never forget the need from time to time of examining and making sure our foundations, and what more important, what more practical, task in this connection could be laid upon you than the duty of devising means whereby students may be enabled to obtain a better grasp of the subjects which they are taught and to complete their secondary course with a more competent knowledge of the English language than at present ?

PROCEEDINGS OF THE CONFERENCE.

Sir Sankaran Nair opened the proceedings by explaining the scope of the conference. There were some, he said, who would wish to see instruction in certain subjects carried out in the vernacular even to a very high standard; and there were others who would introduce the teaching of English freely in the primary schools and at a very early stage. It was recognised that under certain conditions some instruction in the vernacular may be desirable even in university courses, and in English in the elementary classes of primary schools. The object of the conference, however, was to leave such cases out of consideration as far as possible, and to confine attention to the teaching of English in secondary schools and to the medium of instruction in those schools. The intention, therefore, was to see how far modification in the present system might be effected so that pupils might (a) obtain a better grasp of the subjects which they are taught, and (b) complete their secondary course with a more competent knowledge of English than at present.

systems in
several
provinces.

2. *Sir Sankaran Nair* then invited the directors of public instruction and such others as were actively engaged in the administration or work of teaching to explain the systems obtaining in the several provinces. *Mr. Natarajan* thought that it would assist the discussion if an understanding were arrived at first of all on the meaning of the term, the medium of instruction. He wished to know whether, in classes where the medium of instruction was English, explanations in the vernacular were permitted. *Mr. Hornell* said that in Bengal this was certainly the case, and that in a large number of schools the teaching was conducted almost invariably in the vernacular throughout the school. The language of the text-books and of the examinations held at the end of the school course were bigger factors in deciding the medium of instruction than the language of the class-room. *Mr. de la Fesse* stated that in the United Provinces there were two classes in the high, four in the middle, and four in the primary stages, in addition to the preparatory classes. The study of English as a foreign language used to be begun in class III and continued up to class VI. A change has recently been made where by English is now taught as a foreign language up to class VIII, the end of the middle stage. In the middle classes the text-books are in the vernacular. English is thus the medium of instruction in the two higher classes only, and even in these the teachers are instructed to make free use of the vernacular in their explanations. The answers in the matriculation and the school-leaving certificate examinations are given in English. *Sir Sundar Lal* added that in the middle classes English technical terms are used, and that this practice is helpful to the pupils later on. *Mr. Richer* said that in the Punjab there were now ten school classes, five primary, three middle and two high. The study of English as a language is begun in the fourth primary class and continued as such until the end of the middle stage. English is the medium of instruction in the high school stage, that is in the two top classes. *Mr. Hornell* pointed out that Eastern and Western Bengal had somewhat different systems. In Eastern Bengal there are four classes in the high stage, two in the middle and four in the primary. English is started as a foreign language in the third primary class and as a medium of instruction at the beginning of the high school stage. In Western Bengal English is started in class VIII B and is the medium of instruction in the high school stage, that is in the four top classes. English as a language is taught as far as possible in English, but this practice does not exclude the use of vernacular words. The direct method has not been very successful and the system of translation is now the ordinary method of instruction. In the high stage English is only nominally the medium of instruction, though the text-books are in English. In the two junior high classes English is not much used and instruction is usually given in the vernacular. As the matriculation draws near, English is used to a greater extent. *Maulvi Ahsanullah* added that even in the primary classes below VIII B, English is often taught surreptitiously as a language. In only a few selected schools on the other hand is a real attempt made to teach English through the medium of that language and the translation method is almost universal. Even in schools where English is used as a medium, the subject-matter is explained in the vernacular. The style of teaching depends largely on the numbers in the classes. As the classes in Bengal are usually very large, there is very

little oral work. The undue influence of the matriculation examination has also led to the neglect of conversational tests. At present there is a tendency to arrange the entire course for the purpose of this examination. Subjects which do not lend themselves to the examination test are greatly neglected. *Mr. Stone* pointed out that in Madras there are eleven school classes. In the three lowest English is not included in the curriculum, but in the next five classes instruction is given in English as a foreign language; and in the top three classes English is the medium of instruction and the text-books are in English. English terms are used as a rule in the middle classes, while in the high classes explanations are often given in the vernacular. The direct method has been introduced from the fourth year class upwards and has been very successful. *Mr. Stone* was of the opinion that more time was spent in Madras than elsewhere in teaching English as a language. About a third of the school time for a period of eight years is devoted to this subject. English can also be taught in the three lowest classes of a school with the permission of the inspector, but this permission is given sparingly. *Mr. Covernton* explained that in Bombay the secondary school consists of seven classes, three in the middle and four in the high standards. In the middle classes English is taught as a second language and very often by the direct method. In the four top classes of a school English may be used as the medium of instruction and text-books are in English. In practice, however, English is not usually the medium of instruction in classes IV and V, but in the two top classes that language is used very generally. In recent years, during the directorship of the late *Mr. W. H. Sharp*, an effort was made to attach a greater importance to the use of the vernaculars as media of instruction and therefore the students were allowed to answer certain papers in the vernacular at the school final examination. *Mr. Covernton* said that he had not been long enough in Bombay to give an opinion on the results of this experiment. Referring to this experiment *Mr. Naik* said that its results must remain indecisive to a large extent, because there were rarely any special classes for students preparing for the school final examination except during the last year at school, and therefore such students as were taught with those preparing for the matriculation examination were naturally unwilling to make use of the permission to write their answers in the vernacular. *Mr. Dvarika Nath* explained that in Bihar the system was similar to that obtaining in Western Bengal. Though the text-books are in English, explanations in classes are given very often in the vernacular. The classes, as a rule, are very large and therefore oral instruction has become a matter of great difficulty. *Mr. Kanhanyalal Guru* said that there were twelve classes under the Central Provinces system, five in the primary, four in the middle, and three in the high standards. No English is taught in the primary classes. The methods adopted for teaching English as a foreign language in the middle classes depend very largely on the capacity of the teacher. The English medium is introduced gradually. English figures and technical terms are used in the junior middle classes, and in the third and fourth middle classes English books are used for most of the subjects, though explanations may be given in the vernacular. In the same way, English maps are used in the early middle classes, and the adoption of English in the class-room is only gradually introduced. In the top three classes which belong to the high school stage instruction is given through the medium of English, but it is supplemented by explanations in the vernacular.

The Teaching of English.

3. *The Chairman* then invited opinions on the teaching of English and drew attention to the following questions on the agenda paper:—

- (a) "At what period in a pupil's career should English be taught as a language? Is it better for him, from the point of view of his ultimate mastery over the language, to start its study at an early age or only to receive such instruction after he has been well grounded in a vernacular?"
- (b) "Do the younger pupils gain a satisfactory knowledge of English by their instruction through the medium of that language or do they merely gain a smattering of incorrect and unidiomatic English?"

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(c) "What is the general experience of those boys who have passed through the vernacular middle course and then studied English at a high school? How have such boys distinguished themselves in the matter of English in comparison with those who have studied from an earlier period through the medium of English?"

(d) "By what methods should the teaching of English be conducted? Does the present system attach too much importance to a knowledge of English literature as against the necessity of learning to speak and write the English language correctly? Should the teaching in the early stages be entirely oral or not?"

(e) "Do the pupils in a vernacular middle school, as a rule, acquire a better knowledge and grasp of the ordinary school subjects than those of a similar age who have been instructed through the medium of English?"

the relation
existing between
school and
university
education.

4. *Mr. de la Fosse* suggested that in discussing the comparative claims of English and vernacular instruction it was necessary first to take into account the fact that English was the medium of instruction at the universities and that this practice should continue. Students in the junior college classes should not only be able to follow the lectures delivered in English without either difficulty or strain, but should also be able to express their thoughts in English and indeed think in English. *Mr. Meston* went even further than *Mr. de la Fosse*. In his opinion, whether a boy went on to a university or discontinued his studies after the completion of the high school course, it was essential that he should possess a really good knowledge of English. This was not merely a question of English *versus* the vernaculars, but one of outlook on life in general. English was the language not merely of the university, but also of the administration and of business. *Mr. Stone* observed that whether this policy was right or not—and he himself thought it right—it was very unlikely that in Madras the university would cease to insist on an adequate knowledge of English from the students. Many other speakers pointed out that students were usually, at a great disadvantage on entering college through their inability to follow their lectures or to express themselves with facility in the English language. *Dr. Chatterji* stated that in Bengal the standard of proficiency in English even at the matriculation stage was very unsatisfactory. Provided the teaching was good, he agreed with *Mr. de la Fosse* that an Indian could easily become bi-lingual. *Mr. Hornell* commented on the almost complete inability to speak or write the English language which is displayed by the average pupils of the matriculation classes in the schools of Bengal. *Mr. Dvarika Nath* stated that in Bihar the pupils' knowledge of English was very deficient. Moreover, there had been in recent years an almost continuous deterioration in the standard, and this was particularly the case in the aided schools. *Mr. Natarajan*, speaking from his experience as an examiner in Bombay, agreed on the whole with *Mr. Hornell* and *Mr. Dvarika Nath* that the standard of English was unsatisfactory, but added that in his opinion far too much attention was paid to purity of pronunciation. English people themselves pronounced English in widely different ways. His conviction was that Indian teachers were more likely to understand the difficulties of Indian boys in learning English and therefore should be employed in greater numbers. This suggestion would naturally apply in a much smaller degree to the college classes. Some speakers, however, held views opposite to those expressed by *Mr. de la Fosse*. *Mr. Sivakunara Sastryar* urged that in Madras boys were able to talk very freely and their English was by no means unidiomatic. They were quite competent to understand the college lectures which were delivered in English. *Mr. Richey* urged that whereas an Indian boy might become bi-lingual, he could scarcely be expected to be bilingual. *Mr. Faiz-i-Husain* agreed. He also contended that school education should be considered apart from and not only as subsidiary to university education. A comparatively small proportion of school boys—not exceeding 20 per cent. of those in the higher classes—went on to college, and therefore the interests of the school should not be subordinated to those of the university. In India just at present the great problem is that of mass education, and that education must be given in the vernacular. It was not right, therefore, to consider suggestions that would affect

adversely the interests of primary education. A school boy should not have more than one vehicle of thought, nor need he spend most of his time and energy in learning a foreign language in which to express his thoughts. The mental development of the boy should not be stunted. The school therefore should be regarded as a separate entity, and not merely as a training-ground for the university. *Mr. Natarajan* held similar opinions, and thought that the secondary school course should not be regarded merely as a vocational or a pre-university course. *Mr. Devadhar* spoke in a similar strain. Though he was a lover of English teaching and an advocate of its extension and improvement, yet he held strongly that in schools too much importance could not be attached to the necessity of a sound system of vernacular teaching and practical training. In support of this contention he pointed out that, from a rough analysis of the population, the Indian school system should be so framed as primarily to meet the needs of the agricultural classes who formed, roughly speaking, 70 per cent. of the total school enrolment. In view of the large numbers of pupils who abandon their studies at each stage of the school course *Mr. Devadhar* advocated bifurcation on the lines of the so-called modern side in some English schools in order to prevent wastage and to render education useful in life to a very large majority of the pupils in secondary schools. In reply to *Mr. Devadhar's* remark about the necessity of practical training, *Mr. de la Fosse* stated that in the United Provinces an attempt was being made by means of the school-leaving certificate system to provide a sound training for those pupils who did not intend to continue their education at college.

5. Other arguments beside the requirements of the universities and the Importance of English teaching. necessity for vocational training were brought forward in support of English teaching. *Mr. Natarajan* pointed out that for the last fifty years at least Indian development had been closely connected with the teaching of English and western thought. Any attempt to interfere with this connection would, in his opinion, be fraught with disaster to the country. A boy trained merely through and in the vernacular could not possess that broad outlook on life which should be acquired by a boy who received a good English education. A great defect in any scheme for making the purely vernacular course longer than was necessary would be that boys would not come under the influence of men whose outlook had been broadened by contact with western thought and education. The teaching of the English language and of English literature was a great asset in the general development of Indian boys. *Mr. Naik* pointed out that even patriotic sentiment demanded English education and hence the teaching of English ought to remain a prominent though not an exclusive feature of any scheme of Indian education. *Mr. Chatterji* spoke of the remarkable growth in recent years of the Bengali language and Bengali literature. Books, of every description were being published every year. Bengal can now boast of eminent scientists, philosophers, poets, historians and novelists. This phenomenon is due to the influence of English education and English culture. English literature has been a source of inspiration in Bengal during the last half century or more. Even English idioms have been introduced into the Bengali language. This being so, it is clear that English education must continue. Moreover, there is a very great demand in Bengal for instruction in English. In face of this demand, any attempt to introduce a vernacular system in secondary schools will meet with complete failure. *Mr. Meston* stated that in Madras also English education was much valued and that the demand for it was extending to all classes and grades of society. *Mr. Stone* protested against the idea that the acquisition of knowledge was the sole or even the primary object of education. The study of English had been proved to be an admirable mental discipline for Indian boys and therefore was of very great importance. *Mr. Meston* agreed and suggested that English took a place in the Indian system of education very similar to that hitherto held by the classics in England.

6. There was a very general feeling against any undue rigidity in the system. Rigidity in the instruction should be avoided. Conditions varied in the several provinces. In alluding to the fact that English system should be avoided. *Covernton* drew an interesting comparison between his experiences in Burma and in Bombay. In the former province, as in Madras, the provision of English rather than vernacular instruction seemed the correct policy. In Bombay,

on the other hand, there was a very strong desire for vernacular instruction. It might be only a coincidence that in those two provinces whose vernaculars were non-Aryan, there was a keen desire that instruction should be as far as possible in English, whereas, speaking generally, in those provinces whose vernaculars were Aryan the reverse was the case. He gave this merely as a suggestion and could not claim that he had been able as yet to make a detailed analysis of the situation. In any case, he thought there was ample scope for diversity of system. *Mr. Natarajan* pleaded for freedom both for the teacher and the school authorities in regard to the teaching methods that should be adopted, and in the matter of school organisation. *Mr. de la Fosse* agreed that no hard-and-fast rules should be applied. *Mr. Stone* pointed out that in Madras a great deal of latitude was allowed and that, under certain conditions, English could be taught in schools in the elementary stages. *Mr. Hornell* also agreed with *Mr. Natarajan*. For example, he thought that the final decision as to where and when the medium of instruction should be changed, should be left very largely to the teacher who knows the calibre of his pupils. He also showed that in Bengal there was a vast difference between theory and practice. On the one hand, though in theory the medium of instruction is English for four years before the matriculation stage, in the average school the vernacular is never really abolished as a medium of instruction in any class. Indeed, there are very few schools in Bengal, and these are usually the best, where English is actually the medium of instruction in all subjects in the four highest classes. On the other hand, few, if any, pupils pass from the middle to the high schools without having learnt some English. Even in the primary schools, English is often taught. *Mr. Meston* alluded to the considerable success attained by girls in Madras in learning English. This was probably due to the fact that girls usually start English at an earlier stage than boys. Considerable latitude therefore should be given to girls' schools in the matter of English instruction. *Mr. Meston* also thought, and *Mr. Richey* agreed with him, that a difference might be made between rural and urban schools. In the former the study of English might be begun later; in the latter it could reasonably be started earlier.

Comparative results of vernacular and English teaching.

7. The conference then tried to collect evidence as to the relative values of the purely vernacular and the anglo-vernacular courses by examining the records in high schools of boys who have completed these courses. It was a matter of great difficulty to draw any reliable deductions from the evidence provided, as conditions are rarely equal. For example, *Mr. Hornell* tried to institute a comparison between the capacity in English and in other subjects generally possessed by the pupils of the schools in Bengal which are conducted according to the departmental curriculum by which English is not begun until after the fourth school year, with the capacity possessed by those boys who have been educated in schools where English is started at an earlier stage. It was generally found that the latter were very little superior in English and were inferior in other subjects: and what little superiority in English they possessed at first was usually lost during the high school stage. This deduction, however, in *Mr. Hornell's* opinion, was scarcely just in that the unaided private schools which do not follow the departmental curriculum are usually inefficient to a degree. A nearer parallel perhaps would be to compare the ordinary high school boy with the student who had passed, or was passing, through a normal school in Bengal, the curriculum of which is in the vernacular. The inspector of schools, Presidency division, has recently attempted to gauge the merits of boys in the third class of a high school, i.e., the third class before the matriculation stage, with boys of corresponding age who were reading in a vernacular training school and knew no English at all. The subjects selected were history, geography, algebra and arithmetic. In history the results were practically the same, in algebra the vernacular boys were better, and in geography markedly better, than the high school boys. *Dr. Chatterji* laboured under similar difficulties as he was unable to find a fair parallel. He said that in his own student days the boys who passed through the middle vernacular course were distinctly better than those in corresponding classes in high schools. It was necessary, however, to take into account the fact that there was then a higher standard in the middle vernacular schools, and especially in Bengali, mathematics, history and geography. There was also a stiff public examination whose influence on the vernacular schools was very salutary. The boys who

obtained scholarships from these schools and gained admission to the high schools were certainly of a high calibre, but they were always deficient in English. Since that time, however, there has been a marked deterioration in the middle vernacular schools which was due mainly to the abolition of the public examination and to the introduction of a uniform course of studies for middle vernacular, middle English, and high schools under Sir Alexander Pedlar's vernacular scheme. As therefore the middle vernacular schools are both unpopular and inefficient and as English is usually taught in them, it is impossible to draw any satisfactory deductions from the records of boys who pass through them to the high schools. *Sir Sundar Lal* and *Mr. Naik* agreed with *Mr. Horrell* that the vernacular boys, as a rule, were more proficient in the ordinary school subjects than those who started English at an earlier stage, and their deficiency in English was quickly removed. The latter was confident that when the college stage was reached the vernacular boys were in no way inferior in English. He also remarked that in Bombay the vernacular boys were at a disadvantage by there being no special classes in the high schools for those who had prolonged the vernacular course. *Mr. Devadhar* agreed, but added that though the vernacular boys might be somewhat deficient in speaking English they were not inferior in composition. *Mr. Covernton* preferred to give no opinion until he had gained a wider knowledge of the Bombay system, but he said that experienced educationists such as the late *Mr. W. H. Sharp* and *Dr. Mackichan* were in favour of vernacular teaching in the middle stage. *Mr. Kanhayalal Guru* speaking from his experience as a headmaster and then as an inspector in the Central Provinces was of opinion that the vernacular middle school boys acquit themselves better both in English and the general school subjects. This was due to the fact that being of more mature age they are the better able to understand a foreign language, and having acquired a better grasp of their general work they can find more time for the study of English. *Mr. Dube* held similar opinions and maintained that it was a matter of accepted experience that a pupil who is taught through the vernacular is mentally more efficient than one who is taught through English. *Mr. Richey* also thought that in the Punjab the vernacular boys did quite well in the special classes in English, and in the general subjects were better than those who started English earlier. *Mr. de la Fosse* said that in the United Provinces there were institutions where a purely vernacular course was adopted. Boys coming from these schools were then attached to special classes in which particular attention was paid to the teaching of English. These boys ordinarily acquit themselves well in the written tests, but are not so fluent in speaking English as those who have started English earlier. *Mr. Chakravarti* speaking, also for the United Provinces held strongly that the vernacular boys never recovered from their deficiency in English. *Bakhshi Ram Rattan* said that in the Punjab the scholarship holders from the vernacular schools were undoubtedly good, but they were exceptional. Speaking generally, he thought that the vernacular boys were distinctly inferior in the matter of English and chiefly so in conversation and pronunciation. Speaking for Madras, *Mr. Sesha Ayyar* and *Mr. Sivakumara Sastriyar* agreed that the vernacular boys were at a great disadvantage in English, but in other subjects they were fairly satisfactory, though not as good as the boys who completed the ordinary course. In mathematics, however, the vernacular boys were reasonably good. *Maulvi Ahsanullah* agreed with the latter remark. This, he contended, was due to the fact that the mathematical course prescribed for the two classes of vernacular schools was much stiffer than that for the corresponding forms of high schools. *Mr. Dvarika Nath* said that in Bihar the pupils from the vernacular schools remained deficient in English, though in some subjects such as mathematics they showed very fair capacity.

8. The following resolutions were then put to the meeting:—

1. "Those pupils who come to the English schools after some years of study in the vernacular ordinarily do better in subjects other than English than those who have begun earlier the study of the English language"

Resolutions.

Messrs. Richey, Fazl-i-Husain, Kanhayalal Guru, Sitacharan Dube, Bakhshi Ram Rattan, Sajid Muhammad Abdur Raof, Dvarika Nath, Devadhar, Naik, Covernton, and Sir Sundar Lal voted for the proposal.

9. "Those pupils who come to the English schools after some years of study in the vernacular ordinarily are and continue to be generally weaker in English than those who began their English studies at an earlier stage."

Messrs. Sivakumara Sastriyar, Sesha Ayyar, Maulvi Ahsanullah, Chakravarti, Bakhshi Ram Rattan, Saiyid Muhammad Abdur Raof, Damika Nath, Chatterji, Natarajan, and Sir Surdar Lal voted for the proposal.

Messrs. de la Fosse, Richey, Hornell, Fazl-i-Husain, Meston, Stone and Covernton accepted the proposal with the deletion of the words "and continue to be."

the stage at
which the
teaching of
English as a
language
could be
introduced.

9. There was a very marked difference of opinion as to the stage in a pupil's career when the study of English as a language should be introduced. One party urged that the teaching of English should be postponed as late as possible and should not be attempted until the pupil has been thoroughly grounded in the vernacular. Other members of the conference held exactly the opposite view and contended that the study of the two languages should be simultaneous, though through the scarcity of efficient teachers in English and other causes, the introduction of English teaching might have to be delayed as a temporary measure. Others again held a middle view and thought that the study of English should be started fairly soon, but should succeed some study in the vernacular.

postponement
of English
teaching.

10. The former party, who favoured the postponement of English teaching as long as possible, were in the main the members from the Punjab, Bombay and the Central Provinces. *Mr. Richey* thought that a premature introduction of English would tend to make school education one-sided and overshadow the general teaching. The object in view was that by the time a boy reached the matriculation standard he should have acquired a satisfactory working knowledge of the English language. The less time, therefore, that he spent on his English studies the more would he have for the general school work which should be taught mainly through the medium of the vernacular. If an excessive time were spent on English, the general knowledge of the pupils must invariably suffer in proportion. In most countries a boy was expected to begin the study of a foreign language at the age of ten, but under present conditions *Mr. Richey* thought that an Indian boy should begin to learn English at the age of nine. There would then be an English course extending over a period of six years. If English is efficiently taught by trained teachers by the direct method it should be, and is, possible to reach in six years the standard which is reached after nine years teaching by untrained teachers through the translation method. Experience in Bengal and the North-West Frontier Province prove this fact. *Mr. Richey* also thought there were other practical considerations which were of the first importance in coming to a decision on this matter. The earlier English is started the more it becomes a monopoly of the town population. If started early in the primary stage, boys in rural areas will have to migrate at a very early age to town schools for English education, or else anglo-vernacular schools will have to be diffusely scattered over rural areas, for which there are neither teachers nor funds available. He also thought that the question of compulsory education should be taken into account. Under the compulsory system the school course would probably be one of four years in the vernacular and as yet any idea of compulsory education in English was out of the question. *Mr. Fazl-i-Husain* felt strongly that the study of English was useless and even harmful until the pupil had been grounded thoroughly in the vernacular. This early teaching of English tended to deprive the Indian boy even of the one vehicle of expression and thought which he should possess. He therefore thought that the teaching of English should not be attempted until the sixth school year, but he added that in deference to public opinion in the Punjab he would accept the introduction of English after four years' instruction in the vernacular. *Mr. Dube* said that the multiplicity of the vernaculars in the Central Provinces rendered the early introduction of English teaching impossible. Apart from this consideration, he held that the pupil would be better able to learn English after a four years' study of the vernacular. If a boy were taught through the vernacular he would learn the ordinary school subjects more quickly

and would therefore have more time for the proper study of English as a language. *Mr. Abdur Raof* agreed. *Mr. Kanhaiyalal Guru* agreed in thinking that in the primary stage the attention of boys should be confined to the vernacular. He held that a boy, who begins English at a very early stage, loses his interest in the vernacular and consequently remains weak in that subject, a deficiency which he is never able to remove owing to an ever-increasing number of subjects which must be studied from year to year. Further, owing to his poor knowledge of the vernacular he finds it hard to grasp the abstract ideas occurring in his English books which can be understood by others, better acquainted with vernacular, by means of translation. The result therefore is that he is able neither to understand nor express himself in either language. The teaching of English therefore should be begun after the primary stage, when a boy is fairly well grounded in his vernacular. *Mr. Naik* agreed with *Mr. Richey* that the premature introduction of English would tend to make the system of education one-sided. Even under the present arrangements, two out of six periods a day were spent in the teaching of English for seven years in the B-mbay Presidency. If good results have not been attained, this was due to other causes and not to insufficiency of time. Critics of the system were apt to pitch their expectations too high. *Mr. Naik* urged that the state of things was not much better in other countries. The learning of the English language was not by any means the sole object of Indian education and any attempt to devote more time to English would react most unfavourably on other subjects. *Mr. Corernton* agreed to some extent with *Mr. Naik's* opinions, but he observed that there was a very strong feeling in Bombay that the pupils' knowledge of English was very weak. There were many who thought that the best remedy for this defect was the addition of an extra class or classes at the end of the school course, by which means the students in the junior college classes might become reasonably proficient in English. *Mr. Fazl-i Husain* observed that instruction of a university type could not be said to begin under present conditions until after the intermediate stage.

11. *Dr. Chatterji*, on the other hand, saw no reason whatever why a boy should be well grounded in the vernacular before he is taught English. He knew many boys and girls in Bengal who spoke English with great fluency and correctness but had received little or no grounding in the vernacular. *Mr. Sivakumara Sastriyar* urged that boys should have as good a command of English as of their own mother tongue. For this purpose, the study of English should be begun at as early a stage as possible. *Mr. Sesha Ayyar* also approved of the old Madras system under which the study of the two languages was begun simultaneously. The earlier English is started the better. He did not apprehend any difficulty in Madras in finding the requisite number of teachers. No benefit was to be gained by waiting until the pupil had been trained in the vernacular. *Mr. Chakravarti* urged that the collective experience of mankind showed that a language could be learnt more easily in the early stages than afterwards. Until, however, a sufficient supply of good teachers was available, he would favour the postponement of English teaching until after the termination of the third school year. *Mr. Meston* agreed with *Mr. Chakravarti* in thinking that in theory the study of English should be started as early as possible. There could be no question in Madras of postponing yet further the teaching of English. Young pupils pick up a language very largely by imitation and therefore easily. In Madras, girls usually were taught English at a very early stage, and with most satisfactory results. *Mr. Meston* did not think that the vernaculars would suffer in any way through a further expansion of English teaching, as they were almost invariably the medium of conversation in the homes. In practice, however, he thought that the study of English should be begun in the fourth school year, but many factors such as the competency of the teachers and the inspecting staff and the place of residence should be taken into account. *Mr. Stone* agreed with *Mr. Meston* that in theory English could not be started too soon. In that case, there would not be the conflict between English and the vernacular such as exists under the present system. If a pupil is introduced to the study of English at a later stage he is apt to attach an exaggerated importance to that language and neglect the other school subjects. *Mr. Dvarika Nath* also emphasised the necessity of starting English as early as possible and thought that this might be done under present conditions after two years' training.

in the vernacular. *Mr. Natarajan* felt that a child should begin to study English as soon as he begins to learn. An Indian boy has no inherent difficulty in learning English, and there is no necessity for him to have received a grounding in the vernacular. The study of the two languages, therefore, should be begun simultaneously. A great defect in any scheme for making the purely vernacular course longer than was necessary would be that boys would not come under the influence of men whose outlook had been broadened by contact with western education.

Some previous grounding in the vernacular should proceed not be taught until the third or fourth school year owing to the dearth of efficient teachers and other reasons, other members of the conference thought that this stage was the right time for an Indian boy to be introduced to the study of the English language. In *Mr. de la Fosse's* opinion, experience showed that class III, i.e., the fourth school year when a boy was nine or ten years of age, was the time for him to start to learn English. By that time he should be able to read and write the vernacular fairly correctly. Provided there were competent teachers he should be taught English by the direct method. He should then learn from a simple reader until he reached the sixth class. Thereafter, efforts should be made to encourage the boy to use a little English in other subjects such as mathematics. No definite rules should be laid down, but the teacher should try to introduce the use of English words and conversation into the ordinary school lessons as far as possible. In the two higher classes of the school the boy should be well trained in English so that by the time the matriculation stage is reached he should be intimate with the English language. Unless this is done, he will not be sufficiently equipped for a college course. *Maulvi Ahsanullah* agreed with *Mr. de la Fosse* that the correct time for starting English was in the fourth school year and added that a good grounding in the vernacular was a necessary preparation for the study of English. *Mr. Hornell* insisted that the postponement of English until after the fourth school year would be very unwise. On the other hand, he did not think that the argument for starting English earlier had been established. In schools where English is taught earlier, the pupils have a great ignorance of the vernacular. *Bakhshi Ram Rattan* also thought that a preliminary teaching in the vernacular was necessary for a proper study of English. The study of English, therefore, should be begun in the fourth school year. This was the general opinion of the conference held recently in Lahore. He would regret very seriously the adoption of *Mr. Fazl-i-Husain's* suggestion that the teaching of English be postponed until the sixth school year. As a big proportion of the pupils—one out of five—left school at that time, and as the knowledge of English acquired by them was by no means negligible, it would be a great pity to deny them these chances of learning English. *Mr. Abdur Raoof* held similar opinions about the necessity of starting English in the fourth school year by boys between the ages of nine and eleven, and after a preliminary training through the vernacular. The teaching of a foreign language without a sound knowledge of the vernacular is a very difficult task. *Sir Sundar Lal* agreed to both these contentions and thought that the United Provinces system was a good solution of the difficulty.

Resolutions.

13. The following resolutions were then put to the vote :—

3. "From the point of view of proficiency in English, pupils should begin their study of the language as early in the school course as possible."

Messrs. de la Fosse, Sivakumara Sastriyar, Sesha Ayyar, Maulvi Ahsanullah, Richey, Hornell, Chakravarti, Bakhshi Ram Rattan, Sayid Muhammad Abdur Raoof, Meston, Stone, Dvarika Nath, Chatterji, Natarajan and Sir Sundar Lal voted for the proposal.

4. "In existing conditions pupils should ordinarily begin their studies in English between the ages of 9 and 11, and after three years of study through their own vernacular."

Messrs. de la Fosse, Sivakumara Sastriyar, Sesha Ayyar, Maulvi Ahsanullah, Horneil, Chakravarti, Bakhshi Ram Rattan, Saiyid Muhammad Abdur Raof, Meston, Stone and Sir Sundar Lal voted for the proposal.

(a) Messrs. Sesha Ayyar and Dvarika Nath preferred to substitute 'two' for 'three' years.

(b) Messrs. Richey, Fazl-i-Husain, Sitacharan Dube, Kanhaiyalal Guru Devadhar, Naik, and Cavernton accepted the proposal with the substitution of 'four' for 'three' years.

Improvements in the Teaching of English.

14. The conference then proceeded to discuss possible improvements in the teaching of English. There was a consensus of opinion that everything centred round the efficiency of the teacher. Messrs. Dube and Natarajan emphasised the importance of obtaining not merely better teachers but also men of such character and influence as would mould the characters of their pupils. Mr. Naik thought that the teaching of English was adversely affected at present by the lack of teachers specially trained for the purpose and the constant misuse of the English language during the teaching of other subjects. The position varied in the several provinces. Mr. Richey said that the Punjab was fortunate in the excellent arrangements for training which had been instituted by his predecessors. Mr. de la Fosse explained that in the United Provinces many improvements had been effected both in increasing the pay of teachers and in providing proper facilities for training. Mr. Sesha Ayyar said that in Madras there was no serious dearth of efficient teachers of English, but Mr. Stone was inclined to qualify this statement. On the other hand, Mr. Horneil and Mr. Dvarika Nath, speaking for Bengal and Bihar respectively, felt that little could be done until there were big improvements in the efficiency of teachers. The teachers almost invariably were poorly paid and therefore soon turned to other pursuits. In consequence, there was no permanency or stability in the teaching profession. The schools therefore were in a deplorable condition, and even that condition was tending to deteriorate. Mr. Fazl-i-Husain said that it was impossible to expect much from the ordinary primary school whose total income amounted to some 250 rupees a year. Mr. Dvarika Nath made an earnest appeal for improved conditions of service for teachers. He hoped that for such a purpose increased Government grants would be forthcoming. Dr. Chatterji agreed with Mr. Dvarika Nath, but contended that there was another source of income which had not been mentioned. The fee rates in high schools which at present are lamentably low should be increased. In his opinion, a cheap education must lead inevitably to bad results. He was aware that the country was poor, but at the same time in secondary schools very much money was spent on private tutors, whose services should be unnecessary if only the school teaching were efficient. He did not desire any act of legislation but preferred to trust to moral persuasion. He had suggested to the authorities of a certain aided high school that the fee rates might be increased to Rs. 5 per mensem throughout the school. The institution which consists of 500 boys would then have a monthly income of Rs. 2,500. The authorities have provisionally agreed to his proposal. He hoped to introduce a similar scheme in other schools, but he realised that such a rate could not be applied to all schools. Mr. Dvarika Nath also thought that for the proper teaching of English a member of the Indian Educational Service should be placed on the staff of every Government high school at the divisional headquarters, and that the aided high schools should be encouraged to engage the best possible teachers. Dr. Chatterji wished to go even further, there should be a European headmaster, and there should also be a European lady teacher for the infant classes. Mr. Natarajan, however, doubted the wisdom of relying upon English masters to teach the English language to Indian school boys. In his opinion Indians, provided they were really efficient, were more likely to understand the difficulties of the boys and, given equality in other respects, were therefore the more suitable.

Size of classes,
ext-books, etc.

15. The conference also considered certain matters in which improvement might be made and which were connected vitally with the interests of the teachers. *Mr. Devadhar* raised the question of the size of classes and was of the opinion that it was beyond the powers of even a competent teacher to deal adequately with a class of some fifty or sixty boys. The conference was in very substantial agreement with *Mr. Devadhar*. *Mr. Dvarika Nath* urged the necessity of revising the curricula and of reducing the number of subjects in the school course. *Mr. Natarajan* deprecated any attempt to impose on students departmental text-books which were the bane of the present system. *Mr. Hornell* pointed out in this connection that the present matriculation syllabus of the Calcutta University compelled a wrong method of instruction which resulted in the memorising of useless texts.

sl
t^h Training of
E-teachers.

16. *Mr. de la Fosse* accurately expressed the opinion of the conference in saying that an improvement of primary importance was the provision of better facilities for the training of teachers. Any attempt, for example, to teach boys by the direct method through the agency of inefficient and untrained teachers was bound to end in disaster. He explained the system which obtains in the United Provinces. Graduates were being trained at the Training College at Allahabad and on becoming teachers earned an initial salary of Rs. 70 or Rs. 80 per mensem. In certain aided schools they might receive at once as much as Rs. 100 per mensem. They often took part in the English teaching in the lower classes of high schools. *Mr. de la Fosse* did not think that there was much use in training undergraduates to teach by the direct method, as these were deficient in general knowledge and attainments. *Mr. Richey* agreed with *Mr. de la Fosse* on the importance of training, but thought that it was quite possible to train matriculates to become efficient English teachers. In the Punjab matriculates were trained for two years through the medium of English, and the results were on the whole satisfactory. *Mr. Kanhayalal Guru* said that teaching by the direct method by an untrained master was generally not only a failure but actually harmful. *Mr. Covernton* said that the lack of trained teachers was much felt in Bombay. *Mr. Devadhar*, while admitting the value of a trained teacher, pointed out the financial difficulties which confronted high schools under private management in engaging the services of trained teachers. The proportion of such schools was nearly 78 per cent. *Mr. Stone* also advocated an extension and improvement of training facilities. It was hoped that the recent grants given by the Government of India would be of very material assistance. *Mr. Natarajan* was of the opinion that, while training was useful, too much importance should not be attached to the necessity of training. The character and ideals of the teacher were greater factors in the situation than methods of teaching. He quoted an American authority* who said that graduates fresh from college often did better as teachers in schools, owing to their greater mental proximity to their students, than trained men whom training had deprived of some part of spontaneity so essential in dealing with youths during the period of adolescence. *Mr. Fazl-i-Husain* agreed that the trained teacher was necessary, but thought that the question was very largely one of finance.

Teaching
methods.

17. There was a very general agreement that there was much room for improvement in the methods of teaching English. Teaching in the early stages should be very largely oral, but after a few months a simple reader might be placed in the hands of the pupils. *Mr. Hornell* urged that at first the pupil should be taught to listen to and repeat words. By this means the vocabulary of the pupil would be gradually enlarged. It is also by a constant use of words that the grammatical instinct is developed. Insistence on detailed grammatical rules therefore should be avoided. In regard to the direct method, there was a good deal of confusion of thought during the course of the discussion. This was due to the fact that a variety of interpretations were given to the term in question. *Dr. Chatterji* urged that the direct method should be carefully distinguished from the merely oral method. *Mr. Hornell* thought that the direct method did not necessarily exclude in any way the practice of translation, and that the two methods were not inconsistent with each other. *Sir Sundar Lal* was of the opinion that much more attention should be paid to speaking and

* Principles of Secondary Education, by Dr. Garmo, (Messrs. Macmillan, New York).

writing the language correctly, and urged that for Indian boys the translation method was a good way of learning the English language. It was also agreed that the direct method should not become a fetish; and it should not be attempted unless the teachers are efficient. In this connection, Mr. Dube pointed out that although teaching by the direct method in the Central Provinces training school was fairly successful the scope was very limited. Bakhshi Ram Rattan thought that teachers should be trained specially for the purpose and urged that there was a great need for trained graduates. Mr. Chakravarti agreed with these remarks. Mr. Devadhar contended that it would be harmful as yet to insist on the direct method. It would also place the aided schools at a grave disadvantage as they cannot usually engage the services of trained teachers. He also urged that the preliminary teaching of English need not necessarily be dissociated from grammar and translation. Mr. Richey supported Bakhshi Ram Rattan and pointed out that the Punjab conference had been in favour of introducing teaching by the direct method whenever possible. Maulvi Ahsanullah said that teaching merely through translation was useless and that boys should be taught how to speak and write the English language correctly. Greater attention should be given to original composition, oral and written. Messrs Sessa Ayyar and Sivakumara Sastryar both testified to the good results achieved by the direct method in Madras and urged that teaching in the earlier stages should be almost entirely oral. Mr. Raoof approved the introduction of the direct method, but thought that properly trained teachers were essential for the purpose. Mr. Natarajan reiterated his plea for freedom, and urged that the teacher was the only person who could adjust his methods to the immediate requirements of his pupils.

18. There was also a general consensus of opinion that too much attention is paid to the teaching of English literature, at any rate in the junior classes. In consequence, the teaching of accurate English is somewhat neglected. Mr. Hornell pointed out that there was a double object in view. In the first place, it was necessary to give all the pupils a real grasp of the English language. In the second place, those pupils who have literary tastes should acquire some knowledge of English literature. In practice, the two objects are independent of each other, and the attempt to teach boys the language through the medium of the literature is bound to fail. The solution of the difficulty was to postpone the reading of the literature until a real intimacy with the language has been acquired. Mr. Hornell added that for the purpose of understanding the literature a pupil should read both widely and quickly. Mr. Stone explained that in Madras the practice was to prescribe a large number of books for general reading. The subjects for the essays in the examination were drawn from these books. Mr. Stone was of the opinion that there was a tendency in Madras to emphasise the literary aspect, though possibly not to such an extent as in other provinces. He also insisted on the necessity of having the text-books properly graduated. Mr. Chakravarti also thought that supplementary reading in addition to the prescribed books was essential. Mr. Covernton agreed. He thought that archaic literature was not required and that selections should be as far as possible from modern authors. English teaching also should be more practical. In all work there must be some incentive. Both Mr. Dube and Mr. Richey thought that too much attention was paid in schools to an attempt to understand the literature. Mr. Kanhayakal Guru also thought that under the present system an excessive importance was attached to the teaching of English literature at the sacrifice of the English language and suggested that before attempting the former proper attention should be paid to the teaching of English grammar and composition. Mr. Sivakumara Sastryar also suggested that the study of English literature should only be attempted when a solid knowledge of the language had been acquired. Mr. de la Fosse pointed out that in the United Provinces text-books are not prescribed for the school-leaving certificate examination and that efforts were being made to improve the pupils' knowledge of the English language. In the matriculation, however, in his opinion, the test was almost entirely literary. In consequence, the teaching of English as a language was at a disadvantage. Mr. Natarajan, while agreeing to some extent with previous speakers, pointed out that boys should be taught to love the language, and this could only be done by reading and understanding the literature. Mr. Naik and Mr. Devadhar, however, thought that insufficient

The claims
of English
literature.

attention was now being paid to English literature. The former added that an early opportunity should be taken to introduce the pupils to its study. *Dr. Chatterji* feared that the passing of the examination was the chief objective and not the learning either of the English language or of English literature. Boys should be encouraged to read books as extensively as possible. At present, the teachers in Bengal make very little use of books, but prefer to talk and dictate notes which are crammed by the boys. The result is that nothing is learnt at all.

The Medium of Instruction.

19. The chairman then referred to another group of questions on the agenda paper which dealt with the medium of instruction in secondary schools. The questions were as follows:—

- (a) "To what extent does instruction through the medium of a foreign language (i) hamper the pupils in the acquisition of knowledge crushing their independence and originality of thought and instilling in them the necessity of cram as the only means of learning, (ii) impose a burden on the teachers, and (iii) tend to the impoverishment of the vernaculars?"
- (b) "Are the comparative paucity of suitable text-books in the vernacular, the deficiency of the vernaculars in technical nomenclature and the multiplicity of the vernaculars insuperable objections to extending the use of the vernaculars as a medium of instruction?"
- (c) "Should English be introduced as a medium of instruction gradually or not? If so, at what period and in what degree should it be introduced?"
- (d) "To what extent is it advisable to examine students in certain subjects at the end of their school career in the vernaculars?"

The members of the conference gave their opinions on each of these questions; but it was clear from the course of the discussion that there were two main points for consideration:—

(a) What difficulties are encountered by pupils and teachers through English being the medium of instruction?

(b) Should certain sacrifices be made to remove these difficulties?

All were agreed that difficulties existed and also that if these difficulties were to be removed sacrifices would have to be made. The difference of opinion at the meeting, therefore, was not on the truth of the principles laid down, but rather on the extent of the difficulties and the extent of the sacrifices. One party urged that the difficulties were so great that sacrifices should be made. The other party urged that the difficulties were not big enough to warrant a change of system which entailed so great a sacrifice. Generally speaking, the representatives of Bombay, the Punjab and the Central Provinces voiced the former opinion, while the Bengal, Madras and Bihar representatives held the latter view. The members from the United Provinces, in the main, contended that a gradual change was possible.

20. *Mr. Richey* was of the opinion that the present system of teaching the ordinary school subjects in the higher classes of secondary schools through the medium of a foreign language undoubtedly led to cramming. The pupils, and specially those in the lower classes, could not understand properly the instruction imparted through the medium of English, and therefore adopted the only solution of the difficulty, the memorising of their text-books. *Mr. Dube*, speaking from his experience in the Central Provinces, agreed emphatically with *Mr. Richey* on this point, and thought that cramming was inevitable under the present system. In this connection, *Mr. Hornell* referred to the system in Ceylon with which he once came into contact. In the secondary schools of that colony boys were taught rigidly and exclusively through the medium of English and were prepared for the Cambridge local examinations. The results of this system, in the opinion of one of His Majesty's inspectors of schools in England,

led to the worst possible forms of cramming, so that boys who had spent some six years in a secondary school were unable to pass the junior examination which was well within the scope of an English boy or girl of the age of fourteen. Mr. Richey thought that, as a rule, teachers did not like giving instruction in the vernacular, but this was largely a matter of pride, as under present arrangements they thought that this was an inferior form of teaching. Under a different system, this antipathy would soon die out. Mr. Fazl-i-Husain saw no reason why everything should be made subservient to the study of English. The pupils suffered very considerably from a confusion of ideas and an incapacity for clear thinking; and these defects were due primarily to instruction being given in a foreign language. Mr. Hornell pointed out that the capacity of a pupil to grasp the subjects he is being taught cannot outstrip the knowledge of the medium through which these subjects are presented to him. In Bengal both the teacher and the pupil should be taken into consideration. The teacher, on the one hand, through his unfamiliarity with the medium of instruction could only say in class half of what he wanted to say; the pupil, on the other hand, for the same reason, could only understand half of what his teacher told him. It was clear, therefore, that there must be both waste of energy and confusion of thought. In cases where the difficulty of the language is added to the difficulty of the subject, it is clear that the subject cannot be well taught. Mr. Fazl-i-Husain also urged, and Mr. Raoof agreed, that the use of English as a medium of instruction was very harmful to the pupils' knowledge of English as a language. The boys were encouraged in bad habits and tended to use and to listen to indifferent and ungrammatical English. These defects, once acquired, could only be removed with the greatest difficulty in subsequent years. English as a language should be taught scientifically and at the proper time and place, and no attempt should be made to teach it by making it a medium of instruction in other school subjects. Mr. Fazl-i-Husain urged that these views were shared by the majority of educational authorities in the Punjab whose opinions had been voiced at the recent conference in Lahore. Bakhshi Ram Rattan, though he could not go quite so far as Mr. Fazl-i-Husain, thought that the foreign medium was a big handicap to Indian pupils. His experience as an examiner in Lahore showed clearly that the boys in many cases had no alternative but to cram up their work. He also alluded to the waste of time involved under the present system. The pupils had to learn such subjects as history and geography in the vernacular and then relearn them in English. Under present arrangements boys in the Punjab found time only to learn Indian history and it was a matter for keen regret that they learnt no English history at school. If only the medium of instruction in history were the vernacular, Bakhshi Ram Rattan hoped that ample time could be found for the study of English history. Mr. Raoof agreed and thought that the time saved by teaching through the vernacular could then be spent in giving a more methodical training in the English language. Bakhshi Ram Rattan also stated that in the Punjab in recent years an extension of the use of the vernaculars as media of instruction had been made, and that, in the opinion of the large majority of educationists in that province, the experiment had been a success. He thought that the medium of instruction, and that the present system entailed a great and unnecessary burden on the boys. Mr. Sesha Ayyar, though coming from Madras, said that his experience had converted him to the vernacularist point of view. He commented on the frequent revision of work, first in one language and then in another, necessitated by the change in the medium of instruction at some stage in the school course. Boys were therefore expected to crowd too much into the school course and tended to acquire the deplorable habit of learning by heart dictated notes. In consequence, they never gained a real grasp of the subjects, and therefore the universities were forced to do what should be the work of schools, and much to the detriment of sound learning and national development. Through their instruction in a foreign language the pupils were apt to look upon the simplest lessons as something mysterious and difficult. They therefore lost heart and relied on the memory instead of the understanding. Mr. Sesha Ayyar claimed that every boy had some individuality of his own which should be fostered by teaching in that language with which he was familiar. The aim of the school should be to provide not so much for the genius as for the boy of average capacity. As

the results of the present system had been most disappointing, he advocated a change. *Mr. Kanhaiyalal Guru* also thought that the foreign medium was attended by evil results and that the pupils rarely understood properly the lessons given in English. He further added that there were two difficulties under the present system, *viz.*, the subject matter and the English medium, which might be reduced to one by the introduction of the vernacular medium as far as possible for all subjects other than English. *Mr. Naik* did not think that the study of English was in any way improved by English being the medium of instruction. Indeed, the foreign medium of instruction was the bane of the present educational system. Not only should explanations be given in the vernacular, but English text-books should not be used in schools. *Mr. Devadhar* held somewhat similar views though he admitted that opinions in Bombay were much divided on the subject. He urged that the time had come to emphasise the use of the vernaculars as media of instruction in teaching non-language subjects up to standard V of the high school. The foreign medium led to much waste of time and the habit of cramming on the part of the pupils.

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21. Other members of the conference contended that the difficulties of the foreign medium could easily be exaggerated. *Mr. de la Fosse* and *Mr. Covernton* while admitting that some burden was imposed on the pupils, thought that improvements in the efficiency of the teaching would tend to remove the defects. *Sir Sundar Lal* was also of the opinion that by the time they reach the senior classes in the school the pupils have overcome the difficulties to a large extent. *Mr. Sivakumara Sastriyar* thought that many of the difficulties referred to by previous speakers could not fairly be attributed to the foreign medium but were due to other causes and primarily to indifferent teaching. The originality of the pupil was not crushed by his learning through a foreign language. A good deal depended on the mental background of the pupil which the teachers should try to secure. The inward light could easily break through the foreign medium. *Mr. Meston* and *Mr. Stone* urged that the difficulties were in themselves a valuable part of education and provided an excellent mental and moral discipline. The former also held that such difficulties as existed were due primarily to the indifferent and lifeless way in which English was taught, a legacy inherited from the methods of the pandits. In schools where the teaching was good and where English was properly correlated with other subjects, there was little fear of serious dislocation. *Maulvi Ahsanullah* and *Dr. Chatterji* both combated the idea that English should be regarded as a foreign language. The former contended that, far from crushing originality, the English language had developed a spirit of independence and original thought in the Indian. He had instilled energy and zeal into his mind and widened his outlook. He also claimed that the ordinary teacher did not consider it a hardship to give his instruction in English. In Bengal there was no dearth of English-speaking teachers, but on the other hand the number of those who could give instruction in the vernacular was limited. *Mr Chakravarti* admitted that there were difficulties in the present system, but urged that the learning of English was one of the objects of school education in this country. It was not possible to force education from life, and therefore any hardship that might arise should really be accepted. *Mr. Natarajan* quoted a letter written some ninety years ago and eleven years before Macaulay's minute by Raja Ram Mohan Roy to Lord Amherst, in which he pleaded for English as against Arabic and Sanskrit teaching and considered the idea of using the vernaculars as media of instruction in those days unthinkable. The arguments brought forward in that letter still obtain today, but the obstacles in the way of English education are not so great. The necessity of English education, moreover, is still more obvious than it was in those days. There was no reason whatever, therefore, in *Mr. Natarajan's* opinion why there should be any reversal of policy such as had been suggested. If instruction were given through the medium of the vernacular there was no reason to anticipate that the practice of cramming would be reduced. This point was in no way a monopoly of India. *Mr. Covernton* thought that cramming in this country was largely traditional and that it was not altogether an evil. *Mr. Natarajan* was also of the opinion that a knowledge of the English language was fostered by making it the medium of instruction. *Mr. Dvarika Nath* said that in Bihar there was also a great demand for English education and that the vast majority of people realised the

importance of English teaching. The present defects were due to the weakness of the teaching rather than to the use of the foreign medium of instruction. *Mr. Hornell* again pointed out that the indifferent state of secondary education in Bengal could not be attributed primarily to the foreign medium, for in practice in the majority of schools the teaching was conducted almost entirely in the vernacular.

22. There was a greater unanimity among the members of the conference in discussing whether or not the vernaculars had been impoverished by the use of English to a large extent as the medium of instruction in schools. *Mr. Sivakumara Sastriyar* referred to the vernacular associations in Madras which were doing excellent work in encouraging the vernaculars. In reply, *Mr. Sesha Ayyar* contended that the primary object of these associations was to fight for the vernaculars as media of instruction and that, if that incentive were removed, their work would be of little value. *Mr. Meston* said that there was no danger of the vernaculars being neglected so long as they were the media of conversation in the homes. Besides, he referred to the remarkable development of vernacular literature in Madras which indicated clearly that there was no danger of impoverishment. *Dr. Chatterji*, as shown above, thought that the recent development of Bengali literature was due primarily to English instruction. Indeed, such improvements as had been made in recent years, and they have been considerable, were due almost entirely to the influence of English education. If the past is any guide to the future, the enrichment of the vernaculars must be largely helped by the influence of English education. *Mr. Devadhar* believed that the enrichment of the vernaculars depended very largely upon the propelling force of the message which those who received an English education felt bound to deliver to the masses who could never read English books.

23. The conference then considered whether, admitting that the foreign medium was a heavy burden on pupils and teachers alike, a drastic change would be justified. Some thought that the change could be effected with comparatively little difficulty; others that the sacrifice would be very great. The Madras representatives, except *Mr. Sesha Ayyar*, felt that the difficulties arising from the multiplicity of the vernaculars would be almost insuperable. It was pointed out that in some places it was almost impossible to state what was the vernacular. It would also be difficult in some schools to make adequate provision for the Muhammadan pupils. *Mr. Sesha Ayyar*, however, thought that this difficulty would be confined in the main to the city of Madras, as each locality fell under a distinct language area. *Mr. Devadhar* did not consider these difficulties in any way insuperable. He suggested that a school might have two sides, a practice which was already in force in the Bombay Presidency, where there might be the Gujarati and Marathi sides of a school. The deficiency of the vernaculars in technical nomenclature did not present any serious obstacles, as even the most ardent vernacularist did not object to the use of English technical terms. There was a general agreement with *Mr. Chakravarti* that duplication in nomenclature was confusing and should therefore be avoided. *Mr. Kanhaiyalal Guru* thought that the vernacular technical terms being generally much harder to learn than those in English, the use of the former in the class-room would be a source of trouble to the boys. Another difficulty was offered by the diversity of the vernacular technical terms. The language used by the teacher for his explanations in vernacular might be of the type ordinarily spoken in that particular locality so as to be easily intelligible to all the pupils in a class. *Mr. Guru* did not desire the boys to be unacquainted with the vernacular technicalities. With a view to this end he suggested the supply to the boys of printed bi-lingual glossaries of each subject for their frequent reference.

Over the question of the text-books, however, there was a very wide difference of opinion. *Mr. de la Fosse* thought that there was no serious paucity of vernacular text-books for the junior classes. In the senior classes, however, there was a serious dearth of good books, and especially in mathematics and history. If any change were to be made, it would be necessary to translate English text-books or write new ones. *Mr. Sesha Ayyar* said that text-books were being published in the vernacular. *Mr.*

Richey admitted that as yet there was a dearth of good vernacular text-books and that even offers of rewards by Government had not induced men to write in the vernacular, but he thought that this reluctance could easily be overcome were the system of education different. *Sir Sunder Lal* said that as there were only two versions of the vernacular in the United Provinces, the system of using English technical terms would obviate any difficulties that might arise in that respect. Suitable text-books could easily be prepared. *Mr. Covernton* thought that the demand would create the supply. *Messrs. Naik, Kanhaiyalal Guru* and *Fazl-i-Husain* did not anticipate any serious difficulty in the provision of suitable vernacular text-books. *Mr. Devadhar* thought that the vernacular associations would render valuable assistance in the publication of vernacular text-books. *Mr. Hornell*, however, held very different views. He pointed out that there were few things in education that required more skill and care than the writing of text-books. The text-books now in general use in schools in England represented the experience of a large number of years. *Mr. Hornell* could not think it a wise policy to throw over that experience, especially when there was considerable uncertainty as to what would take its place. Text-books, however well translated from the English, could never be as good as the original. *Mr. Natarajan* agreed emphatically with *Mr. Hornell*. The substitution of vernacular for English teaching and of vernacular for English text-books would check progress in India for perhaps thirty or forty years and be disastrous to the interests of the country. He repeated that whatever might be the merits of a vernacular course, the boys would be largely failures so far as decision of character and resourcefulness were concerned. He was also doubtful whether the vernacular books would be forthcoming. The vernacular training colleges in the Bombay Presidency had been in existence for a number of years, but the teachers trained there had not shown any desire to write vernacular text-books. *Mr. Natarajan* also referred to recent experience in Japan and quoted from the report of the late *Mr. W. H. Sharp*. Under the old system the teaching was in Japanese, but the text-books were in English. The recent substitution of vernacular for foreign text-books had resulted in a considerable falling off in the pupils' knowledge of the foreign language. *Dr. Chatterji* said there were many Bengali text-books, but would still insist on the use of English text-books as early in the school as possible. *Maulvi Ahsanullah* pointed out that English was the *lingua franca* of educated Indians throughout India, and therefore no changes should be made which would relegate it to the position of a foreign language like Latin or Greek. Any attempt to do so would have a disastrous consequence.

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24. In consequence of these differences of opinion, there was not much unanimity in the conference as to the stage when English should be introduced as the medium of instruction. *Mr. Richey* thought that the use of English as the medium should be postponed as long as possible. While the teaching was in the vernacular, there was no reason whatever why the pupils should not be trained to write their answers in English. Such a practice would tend to improve not only the knowledge of the ordinary school subjects, but also the capacity of the pupils to write grammatical and orderly English. *Mr. Fazl-i-Husain* went further in claiming that even English might be taught partly through the vernacular. *Mr. Dvarika Nath*, on the other hand, urged that English should be the medium in the four higher classes of the secondary school. *Mr. de la Fosse* thought that the total exclusion of English as the medium in the middle stages would result in an indifferent knowledge of English by the pupils in the higher stages. This deficiency would therefore react most unfavourably on the college instruction and render the college teaching to a large extent ineffective. In the teaching of English, *Mr. Hornell* suggested that English should be used as much as possible, but not exclusively. This was the general opinion of the conference. *Maulvi Ahsanullah* also referred to the teaching of Sanskrit and Arabic in Bengal. The results of that teaching which was ordinarily conducted in English were deplorable. *Mr. Hornell* agreed emphatically with *Maulvi Ahsanullah*. He pointed out that the matter was one of very considerable importance as a classical language is taken by every boy who appears for the matriculation of the Calcutta University. The results of the present system were very poor indeed. The pandit and the maulvi are usually incapable of translating into English, and therefore the boys are compelled to learn by heart a key written, as a rule, in

execrable language. The mental gymnastic demanded by the pupil under the present system is intolerable. He tries first to translate the classical text into his "thinking language" which is Bengali, and then tries to translate his Bengali thoughts into English, of which language he has a very imperfect knowledge. Until radical improvements can be made in the teaching Mr. Hornell Bengali and made part of a serious study of the vernacular.

25. The following resolutions were then put to the meeting:—

5. "The vernacular should be the medium of instruction in all the classes of a high school." Messrs. Fazl-i-Husain, Sitacharan Dube and Naik voted for the proposal.

6. "English should be the principal medium of instruction in the two higher classes of a high school." Messrs. Sesa Ayyar, Richey, Kanhayalal Guru and Devadhar accepted the proposal with the addition of the words 'as far as possible in subjects other than English.'

Messrs. de la Fosse, Sivakumara Sastriyar, Maulvi Ahsanullah, Hornell, Chakravarti, Saiyid Muhammad Abdur Raoof, Meston, Stone, Dvarika Nath, Chatterji, Natarajan, Devadhar, Covernton and Sir Sundar Lal voted for the proposal.

(a) Mr. Sesa Ayyar accepted the proposal with the substitution of 'the highest class' for 'two higher classes.'

(b) Messrs. Sivakumara Sastriyar, Maulvi Ahsanullah, Hornell, Chakravarti, Meston, Stone, Dvarika Nath, Chatterji, Natarajan, Chak-

'three' for 'two' classes. Covernton and Sir Sundar Lal would accept the substitution of 'four' for 'two' classes.

(c) Maulvi Ahsanullah, Messrs. Covernton, Chakravarti, Dvarika Nath, Chatterji, Natarajan and Hornell would accept the substitution of

26. The conference generally agreed that the introduction of English as the medium of instruction should be effected gradually. Mr. Hornell suggested that in subjects demanding a knowledge of technical terms, such as mathematics and geography, the medium of English should be utilised at an early stage. History should be taught in English where easy questions and answers are involved. Mr. de la Fosse said that it was the practice in the United Provinces to introduce gradually the foreign medium, but he thought that the teachers should be encouraged to use English terms more extensively than they did. Mr. Sivakumara Sastriyar agreed to use English figures in arithmetic lessons and in the following year English figures might be used in teaching. After that, history and the four top classes of a school all instruction should be given through the medium of English. Bakshish Ram Kattan suggested that in the fifth year English figures might be vernacular. Other subjects, such as science and mathematics, could be taught in English in the top two classes. Mr. Covernton held somewhat similar opinions. Mr. Hornell, however, protested against any hard-and-fast rules. In his opinion, the efficient teacher was best capable of judging where and when the medium of instruction should be changed. Sir Sundar Lal thought that if it was decided to emphasise English in the higher classes, subject by subject, and schools to descend downwards from the higher classes, English medium should be introduced gradually as was the custom in the system obtaining in the Central Provinces.

27. Unfortunately, there was little time for the discussion whether or not students might be examined in the vernacular at the end of their school course. Medium of history was not a compulsory subject in the matriculation examination of the Calcutta University at the end of the answers might be written in English or in the vernacular. He did not think that this concession was used to any great extent, nor did he believe that

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such answers as were in the vernacular were in any way superior to those in English. He added that the question papers were in English. *Mr. Covernton* explained that in Bombay certain of the papers in the school final examination could be answered in the vernacular if the candidates so wished. He said that he had not yet had time to compare the records of those who answered in English with those who answered in the vernacular, but it was doubtful whether the latter showed any marked superiority. *Mr. Devadhar* disputed this expression of opinion on the strength of the remarks made by the examiners appointed by the Department and thought that the experiment had already proved successful to some extent. It was also urged that as the text-books were in English and as the medium of instruction in the classes preparing for this examination was English the concession of answering questions in the vernacular could not be of any great value to the pupils. *Mr. Devadhar*, therefore, advocated that an option of answering questions in non-language papers in English or vernacular be given to those candidates who did not intend to proceed to the university. *Mr. Natarajan* said that in the Bombay matriculation examination candidates were not examined in certain subjects, such as science and geography. The headmasters of schools were expected to certify that their students had completed satisfactorily the prescribed courses in these subjects. The mere fact that there was a strong feeling in Bombay that this concession should be withdrawn and that candidates for matriculation should be examined publicly in all subjects, showed that the concession was not much valued. *Bakhshi Ram Rattan* said that at the recent conference in Lahore a resolution had been passed by a small majority that candidates should be given the option of answering their examination questions in the vernacular. The experiment of examining students in the vernacular had been tried in the Gurukula and was reported to be successful. *Sir Sundar Lal* thought that pupils preparing for university courses or the learned professions should be examined, as at present, in English. Those, however, who were not intending to continue their education beyond the high school stage, should be allowed to answer their papers in the vernacular. In the United Provinces such a course would be practicable only in the school-leaving certificate examination. The matriculation system of the Allahabad University extends over an area larger than that of the province and includes provinces where other vernaculars are current. No change in the matriculation therefore was possible at present. *Mr. de la Fosse* agreed. *Mr. Sesha Ayyar* thought that there was room for experiment and that candidates should have the option of answering in English or in the vernacular. *Mr. Richey* thought that the candidates who intended to go to the university should be required to answer in English the papers on those subjects which they intended to study at college. *Mr. Meston* could see no advantage in giving such concessions. *Mr. Stone* said there was a very little demand for any change and that candidates wished to make as good a show as possible in the examinations. For example, those who answered their papers in the vernacular might easily be penalised in their efforts to obtain employment. *Dr. Chatterji* saw no harm in making the experiment. *Mr. Dube*, on the other hand, thought that so long as examinations continued to be held in English, all teaching will be subordinated to that end. *Mr. Kanhayalal Guru* thought that students could well be examined in the vernacular during and at the end of their school career in all the subjects except English provided that English technical terms were allowed to be used in answering papers in mathematics and certain other subjects.

28. The following resolutions were then put before the conference :—

7. " Examinations at the end of the high school course should be in the vernacular in all subjects except English."

Messrs. Fazl-i-Husain and Sitacharan Dube voted for the proposal.

8. " Candidates should have the option of answering the examinations at the end of the high school course in English or the vernacular in all subjects except English."

Messrs. de la Fosse, Sesha Ayyar, Richey, Fazl-i-Husain, Sitacharan Dube, Kanhayalal Guru, Chakravarti, Bakhshi Ram Rattan, Saiyid Muhammad Abdur Raoof, Chatterji, Devadhar, Naik and Covernton voted for the proposal.

29. There were 21 members at the conference, excluding the Government of India officials who did not vote.

The smaller boys have no private servants and their needs are met by college servants. The older boys are each permitted to employ one private servant.

The feeding arrangements have now been placed in the charge of an Indian matron. All the boys feed in common dining-rooms, but separate kitchens for Muslims and non-Muslims are still maintained. The College shop (which has again realised a net profit) is carefully supervised. Every boy is subject to a dental and medical examination during the year.

14. An inclusive fee is now charged, which ranges between Rs. 1,300, Rs. 1,500 and Rs. 1,680 according to the class in which each boy is enrolled; travelling expenses, pocket money, clothing, and personal servants (if any) are extras.

Expenditure has thereby been much reduced, and a parent has the additional advantage of being able to calculate with some accuracy the cost of his son's schooling. The total cost is still somewhat in excess of that elsewhere where similar arrangements obtain, but this is due mainly to the fact that the College has practically no endowment fund and thus has to be maintained from fees, contributions and Government grants. If, however, the enrolment were increased, the fees could be automatically reduced.

15. The financial position remains unsatisfactory and gives cause for grave disquietude.

The annual deficit in 1934-35 amounted to Rs. 20,732, a higher figure than in preceding years since 1930-31 when a deficit of Rs. 35,300 was recorded.

It is true that, in the current year, a credit balance of approximately Rs. 6,000 is anticipated, but this is explained by the unexpected and welcome increase in the contributions from States, which reached the sum of Rs. 29,500 as against the original estimate of Rs. 15,500; but for these additional contributions, there would have been yet another deficit.

				Rs.	n.	p.
1930-31	..	..	..	35,311	38	97 Deficit.
1931-32	..	..	..	8,803	4	2 Deficit.
1932-33	..	..	..	10,120	12	9 Deficit.
1933-34	..	..	..	10,519	11	0 Deficit.
1934-35	..	..	..	20,732	4	0 Deficit.
Total		..		86,516	17	44
				85,517	18	10

The estimates for 1936-37 show a revenue of Rs. 1,87,410 and an expenditure of Rs. 1,89,600 with a deficit of Rs. 2,190.—

The revenue consists mainly of :—

			Rs.
(a) Fees	..	..	1,00,000
(b) Contributions from States	..	..	28,000
(c) Government of India grant	..	..	15,500
(d) Punjab Government grant	..	..	12,000

It is thus assumed that the additional contributions from States will continue, and therefore this item is at least uncertain. The continuance of the Government grants, and especially that from the Government of India, is also precarious.

16. Perhaps the weakest point in the position is the extreme paucity of the endowment. For the purpose of comparison, I give below the endowment funds of the five chief's colleges :—

		Rs.	Approx.
Mayo College, Ajmer	..	13,00,000	
Daly College, Indore	..	18,42,000	
Aitchison College, Lahore (This includes a Scholarship Fund of Rs. 2,50,000)	..	3,20,000	
Rajkumar College, Rajkot (This includes the Ranjitsingh, and Turner Memorial Funds of Rs. 79,300)	..	11,45,200	
Rajkumar College, Raipur	..	14,69,430	

The position of Aitchison College is even less flattering than appears at first sight from the figures, as the income from the small endowment fund of Rs. 2½ lakhs is more than absorbed by the necessity of providing for a number of scholarships, the holders of which pay no tuition fees whatever. The College receives for this purpose an annual income of only Rs. 8,800 from the interest on scholarship investments towards the fees approximating Rs. 24,000, which the scholars would otherwise have paid. The position is therefore precarious, and the only solution of the difficulty would appear to be a marked increase in the enrolment.

17. Bearing in mind that the standards of teaching and the residential arrangements have been materially improved and that the cost to parents has been considerably reduced, it is all the more disappointing that the enrolment is still below one hundred.

Year.							Number of boys on roll.
1925-26	..	..	..	..	..	..	106
1926-27	..	..	..	..	..	..	110
1927-28	..	..	..	..	..	..	110
1928-29	..	..	..	..	..	..	106
1929-30	..	..	..	..	..	..	103
1930-31	..	..	..	..	..	..	96
1931-32	..	..	..	..	..	..	72
1932-33	..	..	..	..	..	..	81
1933-34	..	..	..	..	..	..	75
1934-35	..	..	..	..	..	..	96
1935-36	..	..	..	..	..	..	92

Number of admissions and withdrawals during the years 1925-26—1935-36.

Years.				Admissions.	Withdrawals.
1925-26	30
1926-27	28
1927-28	25
1928-29	19
1929-30	21
1930-31	14
1931-32	8
1932-33	23
1933-34	17
1934-35	31
1935-36	18

Of the 92 boys at the time of inspection, as many as 30 held scholarships and paid no tuition fees ; and 36 were day-boys.

18. Two years ago, I had high hopes that the sudden increase from 75 to 96 in 1934-35 might be a harbinger of further increases in the near future, and that the improved teaching and reduced cost would elicit a more effective response from those for whose benefit the College is maintained ; but during the last year the enrolment has actually decreased and the number of withdrawals again exceeds that of admissions. The position is therefore even more acute than it was two years ago. Let it be remembered also that a college is a human institution and that it cannot indefinitely pursue a depressing struggle against a deficient enrolment which, in itself, entails depleted finances ; and, as I observed two years ago, even if the financial situation were relieved by windfall contributions, the educational obstacles to progress would

still remain unrelieved. I am therefore driven to the conclusion that an enrolment of 170 boys, which is essential to educational as well as to financial well-being, can only be obtained by tapping new sources of recruitment.

19. I note that the constitution provides for the admission of "other boys of high social rank". Though I gather that the College authorities have already decided to give a liberal interpretation to this provision, I am yet informed that not a single application has been received from parents in this category.

I find it difficult to understand why the admirable training which is now provided at Aitchison College for a reasonable fee has not been appreciated by a wider clientele, the Doon School, with over 180 pupils and a long waiting list in the very first year of its existence, affords a much happier experience.

It may be that the deep-rooted impression in the minds of people that a chief's college is a place where a minimum of education is provided at a maximum of cost still persists; yet few attempts appear to have been made to remove that erroneous impression. I naturally know something of the improved examination results, but it came as a surprise even to myself that the boarding arrangements had been reconstructed so satisfactorily and that a reasonable inclusive fee is now charged. There may also be an erroneous impression among the supporters of the College that a reconstructed Aitchison College must inevitably entail a demolition of past contacts and past traditions. I myself envisage a ripening of those traditions; and a college abreast of, and not behind, the times and capable of providing that training which is of real value to its pupils in the new conditions of life in India.

I must confess also that I have gained an imperfect conception of the College from a perusal of the prospectus; it should be recast with a view to making clear the actual position. I also suggest that those "others of high social status" may not unreasonably be reluctant to apply for the admission of their sons, if it means that their rank and status in society will be subject to open criticism and that they may be liable to an unpleasant rebuff. The simpler procedure would be for the Governing Body to define certain categories of persons, whose sons would ordinarily become eligible for admission.

Be this as it may, it is imperative that the Governing Body should once again consider means whereby an enrolment of 170 may be anticipated. Without such an enrolment I am unable to foresee how the College can realise its legitimate aspirations.

G. ANDERSON,
Educational Commissioner.

The 24th April, 1936.

Aitchison College, Science Department.

The Science Laboratories are well built, airy and commodious and the attached lectures room excellent for demonstration purposes. The laboratories are well furnished and adequately equiped with apparatus for teaching science up to the Senior Cambridge. The gas and water supply are excellent. With regard to the equipment I understand from the teacher that there is not quite sufficient to enable physics apparatus for some experiments to be supplied to all boys for individual work. This, I imagine, will in due course be rectified.

The science master, Mr. Zulfiqar Ali, B.A. (Physics and Mathematics), is keen on his work, interested in teaching methods, and obviously ready to learn. I had a very interesting talk with him on methods of teaching, on the proposed new syllabus of general science for lower forms and on other matters connected with his work. I do not propose to enumerate the various heads of our discussion but I am sure that Mr. Zulfiqar Ali, will do his best to carry out some of the suggestions which I was able to make and which, I think, will lead to more efficient teaching.

The time-table is well arranged and sufficient time is, I think, given to science subjects. The periods for science teaching are well placed in the time-table, particularly the double periods for practicals which allow of an extension of time without inconvenience to other teachers if certain experiments should prove to require more than the time allotted. At present the boys in the Junior and Senior Cambridge classes take elementary science as one subject, this elementary science including both physics and chemistry. It may

later be found advisable for the boys to study physics and chemistry separately as full subjects for the Cambridge examinations. The master is not in favour of this at present as he feels that, for physics especially, the standard of mathematics is not high enough in the college. I think he is inclined to be pessimistic and, in any case, more attention could be given to mathematics to bring the boys up to standard if necessary. Should it be decided later on to teach physics and chemistry as separate subjects for the Senior Cambridge then I think more time would have to be given to these subjects in the timetable.

Judging from the work which I actually saw being done it appeared to me that the boys were keen and were working well. The methods pursued by the science master are good and I was particularly interested to hear from him that the assignment method has been started for boys in the lower forms. It will be most interesting to see how this develops ; at the moment the master feels that the boys like the methods and that it will be successful. If it is, it should be strongly encouraged and should be extended further. Indeed I feel that the senior boys should even now be called upon to do more reading themselves and not be too reliant upon the master for coaching.

Again, I understand that a scheme is afoot to introduce nature study in the first three forms, to be followed by a course of general science, which will include biology, physiology and hygiene as well as elementary physical science. I hope it will be found possible to devise such a course, although I know it is by no means easy to do, because I feel that all boys at the Aitchison College should have a reasonable knowledge of elementary science, particularly on the biological and agricultural sides, and should be knowledgeable in every-day applications of these sciences.

W. H. F. ARMSTRONG, I.E.S.,
Assistant Director of Public Instruction,
Punjab.

I inspected the Aitchison Chief's College, Lahore, on the 8th and 9th April, 1936, particularly in regard to instructional efficiency and organisation.

In I and II standards, I found the work generally satisfactory except in spoken Urdu, Mathematics and Geography. In spoken Urdu there is still considerable room for improvement. The complaint that much time for the practice of speaking Urdu is not available, if genuine, should be removed. Geography needs some stressing on the practical side ; the pupil must be given more awareness of his own environment, and his power to observe it developed more keenly.

Mathematics was on the whole poor.

I whole-heartedly approve of the start now made in teaching English to the Lower Forms by a qualified woman teacher. It will be interesting to watch the results of this experiment. It is equally satisfactory to note that English is now taught throughout the school by those whose mother tongue it is. But as a foreigner I would strongly advise that the English teachers should study very carefully the difficulties that a young foreigner has to encounter in his learning of the language. I was glad to note that both Mr. Hill and Miss Farren were so anxious to study this aspect of their subject.

In III and IV Standards the work is generally satisfactory except in Mathematics and History. No attempt seemed to be made to use Mathematics as a means of cultivating mental alertness, or clearness, or to form habits of neatness and tidiness. There is room for improvement in English written work. More stress should be laid on speaking with a purpose—not merely talking, and some on writing out from given outlines educed with the help of the class.

At this stage Urdu should be used for more than it seemed to be as a means of teaching Indian History (see also remarks about Persian). The work should correspond to what would be done in an English school in familiarising young pupils with English legends and folklore as a basis of teaching History.

It is much too early, I think, to start the teaching of Persian in the third standard. It is in my opinion definitely unsound and probably harmful to start

the study of a third language, while neither of the two already started—English and Urdu—has been learnt at all well. I would suggest the postponement of Persian to the V Standard and the allocation of the time thus saved to Indian History and Urdu ; a good knowledge of the latter is a sound foundation for Persian.

In this connection, I would also observe that the requirements of the Senior and Junior Cambridge Examination should not be allowed to determine the curriculum in Urdu—as their standards are much lower than those that it should be possible to reach for a Punjabee after six/seven years of systematic study.

In V and VI standards use and knowledge of English was very uneven. Some of the pupils were definitely good, and some definitely otherwise. This seemed to be true more or less of all classes, but, by the time, they reach one of the Top Forms, such disparities should tend to disappear. Mathematics and General Knowledge (History and Geography) show a tendency to be weak : Mathematics very much so. Urdu was not so bad. Equal attention should be paid to Indian and English History, at present English is better than Indian. Nor is Geography up to the standard required ultimately by the Indian Military Academy where great stress is now being laid on an extensive as well as precise knowledge of this subject.

I did not inspect the Diploma class as they were taking their examination at the end of the week.

M. G. SINGH,
*Inspector of Training Institutions,
Punjab Education Department.*

The 24th April, 1936.

1. *Preliminary Explanation.*—On the 8th of April last, in company with Sir George Anderson, Educational Commissioner, with the Government of India, M. G. Singh, Esquire, Inspector of Training Institutions, Punjab Education Department, and C. H. Barry, Esquire, Principal, I was afforded the opportunity of an informative discussion of the many problems confronting the Aitchison College, followed by an inspection of the grounds and buildings. The report which follows is intended to disclose the special bearing that these problems have upon the educational facilities which this institution is likely to afford in the future to the sons of the ruling families of the States of the Punjab. I will deal, first of all, with the points raised at the discussion, and will confine my remarks to general terms, relegating details and statistics to the Appendices attached to this report.

2. There are two characteristics peculiar to this College which differentiate it from the other "Chiefs Colleges" in this country. The Aitchison College, in contrast to the other four Colleges, is virtually without the financial solidarity of an endowment fund. When, in 1885, a sum of Rs. 4,82,100 was raised for the foundation of the College, nearly the whole of this amount was expended upon the erection of the buildings and the laying out of the grounds. Since that time the College has been obliged to expend its total annual income, derived from fees, grants and donations, upon its maintenance. The other feature is that it is not, in the strict sense of the word, a "Chiefs College". In the original resolution it was agreed to found a college for the education of "the young nobility of the Punjab". This point is further commented upon in paragraph 6 of this report.

3. *Finance.*—The most insistent problem,—and one which calls for an immediate solution if the College is to survive,—is that of augmenting its inadequate finances. The College is faced with gradual, but inevitable, extinction unless a substantial rise in its Fee Income is effected in the near future. It has generally been accepted that the minimum enrolment necessary to place it on a self-supporting basis, is 170 pupils. At present the number of boys attending the College is 92. Of these 60 are from British India, and 32 are from Indian States. Of these 32, 22 are the sons or relatives of Ruling Princes (*vide Appendix 3*). There are 36 day boys who constitute a serious problem in that they not only pay a slightly lower fee but also threaten to undermine the traditions and atmosphere of the College. Lastly there are no less than one-third of the boys who are scholarship holders, and who pay no fees whatsoever. It is small wonder, therefore, that the financial problem of the College is one which, under the rules of admission which were in force until 1932, was and still is, difficult of solution.

4. This year, owing to the generous donations of certain of the Punjab Rulers (see Appendix 1) the budget closed with an unexpected surplus of Rs. 8,000 against an anticipated deficit of Rs. 11,000. It is, however, unsound to place too optimistic a value upon this welcome but fortuitous outcome. For a College of this nature to be forced to depend for its existence upon the vagaries of private generosity is both undignified and unfortunate (*vide* Appendix 4). Regarding the continuance of Government grants in the future, it is not unlikely that in the near future the Punjab Government may discontinue their annual grant to a College to which even certain of its Ministers have, until recent times, been debarred from sending their sons. The financial future of the College cannot, therefore, be viewed with any degree of satisfaction.

5. With this prospect in view, Mr. Barry, to use his own words, "Faced with the task of maintaining a highly qualified staff, with an adequate number of English masters, together with the expense of keeping up a very large estate with extensive buildings and roads, on a fee income derived from 91 boys of whom no less than 33 1/3 per cent. who are scholarship holders pay no fees whatever,"—has set about the task with energy and ability, and it is due to the economic measures that he has adopted that the maintenance charges of the College have been greatly reduced. A rule has now been introduced whereby each boy, according to the time he has been at the College, pays an inclusive monthly fee. The fees range from Rs. 110 for the younger to Rs. 140 for the older boys, and include education, board and lodging and the maintenance of buildings, etc. Clothing bills are separate but never exceeds Rs. 150 per annum.

6. *Admission to the College.*—This problem was discussed at considerable length, but I will confine my attention to the effect which the rules recently agreed upon for the liberalisation of admission is likely to have upon the families for which the College was originally intended. The problem is not a new one : as long ago as April 1925, the matter came under discussion, and, in the minutes, the following record was made :—"The Committee feels that this is not a suitable time to propose any change in the social basis, however desirable it may be to recognise the gradual creation of a new aristocracy". References continued to be made from time to time, but the matter was continually shelved, and both members of the Council and visitors appeared to be reluctant to voice an opinion upon so controversial a matter. Finally, at the meeting of the College Council in May 1932, it was unanimously recommended that Article VIII (c) of the College Statutes should be liberally interpreted, and, in addition, a new power should be exercised by His Excellency the Governor to make exemptions from the social standard within a small fixed number yearly. Up to the present time not a single parent has taken advantage of this resolution. The Principal put forward three reasons for the absence of response on the part of Punjab families of high social standing. The first was the fear of a rebuff upon an application for the admission of a boy, and the reluctance on the part of such families to risk such a refusal. The second reason given was the comparatively low standard of education obtaining at the College up to recent years, and the third, the high cost of education at the College compared with the normal Government Colleges. To these might be added two more ; namely, the ignorance on the part of parents who might now be eligible to send their sons to the College, of the existence of the resolution in their favour. To dispel this ignorance, it might be desirable to prepare an attractive prospectus in which the terms of admission could be tactfully expressed. A further reason is, of course, the recent establishment of the Doon School which, though it is, as yet, in its infancy, has acquired a high degree of popularity.

7. It is, perhaps, hardly within my terms of reference to discuss the desirability, or otherwise, of admitting the sons of a selected number of families for whom the College was not originally intended, but the opinion of the Educational Commissioner and the Principal, in their capacity as educationalists, is worthy of consideration. They emphasise that, with the growth of democracy in this country, the segregation of the sons of the aristocratic families into Colleges designed exclusively for their education to the rigid exclusion of all other classes of society, is not only likely to prove an embarrassment to them in the future but deprives them of the opportunity of broadening their outlook. A proportion of the Old Boys of the College are very against this widening of the field of admission. The attitude adopted by some, who, while they are adverse to any alteration in the rules for admission to the Aitchison College, are prepared to send their own sons to the new Doon Public School, is difficult to understand. The two problems of Finance and Admission bear very largely

upon each other, and it is difficult to see how the former can be overcome unless the latter be first brought to a final solution.

8. *Improvements in the standard of Education.*—Since his appointment as Principal, Mr. Barry has done much to bring about a marked improvement in the standard of education obtaining in the College. The Diploma Examination has been abolished, and in its place the Cambridge School Certificate, and the Cambridge Junior Certificate have been introduced as the standard school examinations. The results (*vide Appendix 2*) have been highly successful. Another new feature which was introduced this year, and which has proved an unqualified success, was an educational tour which was undertaken by 17 boys under the care of two masters. The itinerary was from Lahore to Karachi, thence by boat to Bombay, and back to Lahore. During the tour the boys inspected the ports and were taken over several factories and mills. The educational value of such an innovation need hardly be stressed.

9. The advisability or otherwise of the introduction of a course of law for the senior boys was also discussed, and though it was agreed that such a course would be of value to boys who would, after leaving school, be called upon to manage estates, it was thought inadvisable to add such a subject to the normal college curriculum. The possibility was, however, discussed of boys whose parents were prepared to prolong their stay at the College, obtaining a rudimentary knowledge of civil law in the Local Government Offices, if the necessary arrangements could be made.

10. *Improvements in Administration.*—The dormitory system has recently been introduced for the junior boys, and has been made compulsory to all new boarders. These junior boys will now sleep in dormitories up to the age of fifteen, or up to the time of passing the Junior Cambridge Examination (for funds to meet this added expenditure see Appendix 5).

11. The houses have been increased from two to three, and a separate wing is being prepared for the accommodation of the smaller boys who will remain under the care of the English matron aided by an Indian Mistress. This mistress is also in charge of the feeding arrangements for all the boys in the College and though all the boys feed in a common dining hall, they are allowed a variety of food according to their several denominations. The other two houses are for the more senior boys and are under the supervision of English House Masters. In addition an Indian Assistant Master has been appointed who is responsible in both these latter houses for items such as clothing and accounts.

12. *The Staff.*—The Educational Commissioner and the Principal discussed the status of the staff at some length, and were agreed that it is highly undesirable, both from the financial and the educational point of view, for members of the staff to have the status of Government servants. It was emphasised that it is extremely difficult to replace an unsuitable or even incompetent master who was a Government servant, and for this reason the efficiency of certain members of the teaching staff had not in the past been of as high a standard as was both required and expected in a college of this description. The matter was further discussed but no mention of it need be made here as it does not come within the terms of this report.

13. In conclusion, I would like to emphasise that it is obvious that the College has reached a very critical stage in its career, and the discussions which I had the privilege to attend were of vital importance to the future of the College. To any one visiting the place the value of such an institution is apparent, and if I may say so, I consider that the closing down of the College would prove a severe loss to the Ruling families of the Punjab. When one considers the handicaps under which the administration of the College is yearly carried on (*vide Appendix 6*) the well kept appearance of the buildings and the beauty of the gardens and grounds is a matter which can only excite one's profoundest admiration. Finally I wish to thank Sir George Anderson for the cordial manner in which the discussions were carried on and the patience with which he listened to and answered my many questions, and to Mr. Barry for his hospitality and the ready way in which he supplied me with the data for this report.

A. E. G. DAVY,

*Under Secretary to the Hon'ble the Agent to the
Governor General, Punjab States.*

Dated the 27th April, 1936.

APPENDIX 1.

Donations from the Punjab Rulers for the year 1935-36.

						Rs.
Patiala State	..	..	..	..	..	10,000
Nabha State	..	..	..	..	..	5,000
Jind State	..	..	..	..	..	3,000
Faridkot State	..	..	..	..	..	3,000
Mandi State	..	..	..	..	..	2,000
Bahawalpur State	..	..	..	..	..	2,000
Chamba State	..	..	..	..	..	2,000
Kapurthala State	..	..	..	..	..	1,000

APPENDIX 2.

Results of the Cambridge School Certificate examination.

	Year.		Entered.	Passed.
1933-34	1
1934-35	5

Results of the Cambridge Junior Certificate Examination.

	Year.		Entered.	Passed.
1934-35	5

APPENDIX 3.

Sons and Relatives of Ruling Chiefs.

No.	Name.			State.
1	Bhalindar Singh	..	..	Patiala.
2	Bharatindar Singh	..	..	Patiala.
3	Prithipal Singh	..	..	Patiala.
4	Padamendar Singh	..	..	Patiala.
5	Rai Singh	..	..	Patiala.
6	Durga Singh	..	..	Patiala.
7	Hoshiar Singh	..	..	Patiala.
8	Ganendar Singh	..	..	Patiala.
9	Hari Singh	..	..	Patiala.
10	Raghavendra Singh	..	..	Patiala.
11	Surindar Singh II	..	..	Nalagarh (Simla).
12	Lakshmi Chandra	..	..	Beja (Simla).
13	Yashodan Singh	..	..	Mandi.
14	Ata Hussain	..	..	Khairpur (Sindh).
15	Kidar Singh	..	..	Theog (Simla).
16	Mohd. Abbas	..	..	Bahawalpur.
17	Harun-ur-Rashid	..	..	Bhawalpur.
18	Narindar Chand	..	..	Mehlog (Simla).
19	Shiv Rattan Dev Singh	..	..	Poonch.
20	Lakshman Singh	..	..	Chamba.
21	Sarupindar Singh	..	..	Faridkot.
22	Ram Partap Singh	..	..	Patiala

APPENDIX 4.

Note on the Special Donations Fund.

The following contributions have been received up to and including the 20th March, 1936 :—

	Rs.
1. S. B. S. Mohan Singh of Rawalpindi	500
2. H. H. the Raja of Chamba	200
3. H. H. the Maharaja of Patiala	2,500
4. S. B. Sir Sundar Singh Majithia	100
5. Diwan Bahadur Raja Narendra Nath	100
6. H. H. the Raja of Mandi	250
7. Late R. B. L. Kidar Nath of Gujrat	500
8. Dewan Bahadur Krishna Kishore Dhariwala	100
9. The Hon'ble Malik Sir Feroz Khan Noon	100
10. Rai Sahib L. Gopal Dass	200
11. Sardar Mangal Singh of Gujranwala	100
12. Shrimati Kaushal Devi of Dinga (Gujrat, Pb.)	200
13. The Hon'ble Lieutenant S. Buta Singh of Amritsar	50
14. S. Devindar Singh of Vahali	50
15. Sardarni Umrao Singh of Manauli	50
16. Late Colonel Bhola Nath	150
17. Captain Malik Khizar Hayat Khan Twana of Kalra	200
18. Major S. Muhammad Nawaz Khan of Kot Fateh Khan	200
19. Mir Ghulam Hussain of Khairpur State	50
20. The Honorary Lieutenant Risaldar Major S. Narain Singh	15
21. Sardar Darshan Singh of Vahali	25
22. Begum Hadi Hassan of Patiala	51
23. Pir Muhammad Sarwar of Behk Estate	50
24. The Council of Regency, Nabha State	20,000
25. Sardarni Umrao Singh of Manouli	41
26. Captain Saifullah Khan Noon of Mandi State	5
27. S. Harindar Singh	50
28. Major Harbans Singh of Patiala	100
29. The Yuvraj of Patiala	100
30. H. H. the Raja of Poonch	250
31. Mian Ghiasuddin	100
32. Captain Faiz Muhammad Khan	50
33. L. Daulat Ram	50
34. Sardarni Balwant Kaur of Buria	500
35. Sardar Surindar Singh of Vahali	25
36. Sardar Gurbakhsh Singh	10
37. Sardar Budh Singh Butalia of Gujranwala	50
38. H. H. the Raja of Suket	300
39. Profits transferred from the College Shop Fund	7,000
40. K. B. S. Ghulam Haidar Khan of Lal Gairh (D. G. Khan)	30
Total	<hr/> 34,402

The following improvements have been effected by means of this fund :—

			Rs.	Rs.	a.	p.
1. Conversion of the Gymnasium into a Science Laboratory			8,063	2	0	
2. Furniture for new Science Laboratory	..	..	3,326	8	0	
3. Sinking Tube-Well and fitting hand-pump for Laboratory			166	13	0	
4. Fittings for new Science Laboratory	..	..	991	1	6	
5. Gas Plant for new Science Laboratory with fittings	..		6,975	10	0	
6. Electric Fans and Fittings for new Science Laboratory	..		318	13	6	
7. Zeiss Ikon Cinema Projector	..	..	250	0	0	
8. Conversion of Old Science Room into Masters' Common Room and Library	....	..	219	13	0	
9. Furniture for Masters' Common Room	..	..	149	0	0	
10. Almirahs for Dormitory	..	..	162	15	0	
11. Sundries	..	..	143	2	9	
	Total	..	20,829	14	9	
	Balance in hand	..	13,572	1	3	
	Total Receipts	..	34,402	0	0	

The balance in hand will be devoted to a contribution towards an extension of the Hospital (which is being carried out as a Memorial to the late Molvi Zia-ud-Din), the construction of a new kitchen for the Boarding House Messes, and the adaptation of the 3rd Boarding House to the needs of a Dormitory with Matron's quarters.

APPENDIX 5.

Budget for the year 1936-37.

INCOME.		Heads.	EXPENDITURE.	
Budget	Estimate.		Budget	Estimate.
1935-36.	1936-37.		1935-36.	1936-37.
		Rs.	Rs.	Rs.
		Audit Fees	..	..
		Bank Charges	..	..
2,000	..	Buildings and Roads	..	..
		Boarding House Salaries	..	..
		Books (Library)	..	..
		Books and Stationery for Boys	..	..
1,10,000	1,00,000	College Fees	..	..
15,500	28,000	Contribution from States	..	..
5,000	5,500	Dairy	..	..
		Electric Charges	..	..
		Electric Installation	..	..
3,000	4,000	Farm	..	..
250	150	Fines	..	..
		Furniture and Fittings	..	..
		Furniture Repairs	..	..
		Games	..	..

INCOME.				EXPENDITURE.			
Budget Estimates.				Budget Estimates.			
1935-36.		1936-37.		1935-36.		1936-37.	
3,000	3,000	Garden and Grounds	..	..	..	8,000	8,000
		General Staff Salary	..	..	..	9,500	9,500
		Grant from Central	..	..	..	..	..
15,500	15,500	Revenues	..	..	..	..	..
12,000	12,000	Grant from Punjab Government	..	..	..	..	..
		Gratuities	..	..	..	500	500
		Gurdwara	..	..	..	850	750
300	500	Interest ..	..	..	..	750	800
5,000	5,000	Investment for General Purposes	..	..	..	..	..
		Laboratory	..	..	..	1,000	600
		Leave and Pension Contribution	..	..	..	7,500	7,500
		Legal Expenses	..	..	..	500	500
		Medical ..	..	..	..	4,500	5,000
		Mess Expenses	..	..	..	15,000	13,000
		Miscellaneous	..	..	..	1,750	1,750
100	60	Mosque ..	..	..	..	600	500
		Passage ..	..	..	..	900	600
		Postage and Telegrams	..	..	..	1,250	1,250
		Principal's Salary ..	..	..	..	19,000	20,000
		Provident Fund ..	..	..	..	2,500	3,000
		Rates and Taxes ..	..	..	..	2,000	2,000
		Recreation ..	..	..	..	750	750
2,750	3,500	Rent ..	..	..	..	..	..
		Riding ..	..	..	..	4,500	5,500
8,800	8,800	Scholarships ..	..	..	..	..	..
250	250	Sports, Prizes and Medals ..	..	..	..	2,500	2,500
		Scout and Club Fund ..	..	..	..	1,000	750
100	..	Stationery and Printing ..	..	..	..	1,500	1,500
		Teaching Staff Salaries ..	..	..	..	46,000	46,000
250	250	Temple ..	..	..	..	750	750
		Uniforms ..	..	..	..	750	750
		Vermin Destruction ..	..	..	..	150	150
	2,190	Anticipated Deficit ..	..	..	..	..	..
1,85,200	1,89,600			Total ..	..	1,96,825	1,89,600

APPENDIX 6.

Statement showing annual deficits during the past 5 years.

					Rs.	a.	p.	Deficit.
1930-31 ..	..	..	..	..	..	35,311	8	11
1931-32 ..	..	..	..	..	..	8,803	4	2
1932-33 ..	..	..	..	..	..	10,120	12	9
1933-34 ..	..	..	..	..	..	10,549	11	0
1934-35 ..	..	..	..	..	..	20,732	4	0
								..
				Total ..	..	85,517	8	10

Note.

The year 1935-36 is expected to close with a surplus of approximately Rs. 8,000.

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RAJKUMAR COLLEGE, RAJKOT.

I visited Rajkumar College, Rajkot, on Wednesday and Thursday, March the 25th and 26th, 1936. Darbar Shri Khachar Ala Vajsur, Chief of Jasdan, was associated with the inspection in his capacity of member of the Executive Committee ; as also was Major C. W. L. Harvey, Political Agent, Western Kathiawar Agency, Rajkot, in his capacity of a political officer. I am grateful to Mr. E. A. W. Plumptre, Principal, for much valuable information.

In view of the fact that, last year, the College was inspected with some thoroughness on its teaching side by Mr. W. Grieve and by Mr. S. S. Cameron, I spent most of my time in discussing recent developments with the Principal and with Dr. T. N. Dave. Arrangements should be made next year for a more thorough inspection on the teaching side than I have been able to give this year.

2. When I visited the College two years ago, the position was most depressing. The enrolment had declined to 23 ; the qualifications and capacity of the staff left much to be desired ; the organisation of teaching was defective ; confidence in the College was lacking.

In their report last year, Mr. W. Grieve and Mr. S. S. Cameron were especially critical of the teaching arrangements :

" The technique of the staff was not up to standard and much better results could be obtained if modern methods of teaching and a thorough organisation and supervision of the teaching were adopted..... There was an absence of drive throughout the College..... The kumars did not appear to have had any methodical guidance or training in the use of books, nor had they been shown how, or made, to work."

The position is now less unfavourable than it was two years ago, as changes and improvements have been made in a number of directions.

3. In respect to the teaching staff, Dr. R. P. Mehta and Mr. C. B. Shaikh have retired ; and Dr. T. N. Dave and Mr. G. H. Vaishnav have been appointed.

Dr. T. N. Dave is a marked acquisition to the staff. After graduating from Bombay University with first class honours, he took the Master's degree (also in the first class) and then spent three years in training, first in Bombay and then in London. He also possesses valuable experience of teaching in arts colleges, in high schools and in the Secondary Training College, Bombay.

I listened to Dr. Dave taking the two lowest classes combined. There can be no doubt as to his capacity as a teacher ; his methods are stimulating ; and the young pupils not only showed a delightful response but were happy and mentally alert in their work. I wish that Dr. Dave could spend more time with these junior classes as they hold the key to future progress throughout the College. A firm foundation is far more valuable than light top-dressing.

4. It is to the credit of other members of the staff that they are making at least an effort to respond to the lead thus given by Dr. Dave who visits the class-rooms, discusses with them improved methods, formulates assignments of work and checks the records of progress. It remains to be seen whether they will be sufficiently receptive of new ideas to respond in practice and permanently to the lead thus given.

It is particularly creditable that Mr. G. S. Joshi is now preparing himself for the Secondary Teachers' Certificate, Bombay, and is carrying out a programme of special lessons which are given under the supervision of Dr. Dave and are followed by criticism and discussion. I hope that other members of the staff will go and do likewise. Such response would at least be the outward and visible sign of an active desire for improvement.

Opportunity should also be taken of Mr. Cameron's appointment as Principal of the Central Training College, Bombay, for members of the staff to pay short and informal visits to that institution so as to gain contact with new ideas and improved methods of teaching. Dr. Dave himself desires to visit Aitchison College and the Central Training College in Lahore. This is an excellent idea which Mr. Gwyn should be able to arrange at a later date.

Good educational journals should also be made available to the staff. The Senior Teachers World, the Punjab Educational Journal and Teaching, for example, contain many articles of interest to teachers.

5. I am myself doubtful, however, whether the teaching methods and organisation of the College can be placed on a firm and satisfactory basis so long as the majority of the staff continue to be Government servants. It can scarcely be beneficial for a master, often none too well qualified as well as defective in professional technique, to spend perhaps his whole service in the same institution, which itself must inevitably be somewhat remote and aloof from new ideas. An infusion of fresh blood is essential to healthy progress. The College is also cramped by Government rules and conditions of service, which are ill-suited to its requirements. For example, a provident fund would be preferable to pensions as, in present circumstances, the latter tend to crystallise permanence in a single institution ; and again, it can scarcely be necessary for Indian masters serving in their own country and with vacations approximating four months in each year to be eligible also for leave. The leave contributions which are paid year by year in respect to the Government masters appear to be very largely a waste of money as, for obvious reasons, leave is rarely taken except as preparatory to retirement when it can scarcely become a means of refreshment with a view to displaying redoubled energy on return to duty. If a reward is considered justifiable in the case of a master who has served the College long and faithfully, I would infinitely prefer him to be given a bonus than for him to receive two years and four months' leave preparatory to retirement.

A table should be prepared showing the amount paid to Government in the form of leave contributions, and also the amount actually spent during the same period on leave allowances.

I am also mystified by the fact that the College has been called upon to meet practically the whole of the leave allowances of Mr. Shaikh and Dr. Mehta during the time when they were on leave preparatory to retirement. The fact that they apparently took little or no leave prior to 1931 would appear to indicate a saving to Government and not a valid reason why the cost of the leave taken subsequent to that date should be regarded as an obligation of the College. I cannot but think that there has been a misunderstanding and suggest that the matter should be referred to Government.

6. In my opinion, the most effective as well as the most equitable arrangement would be for all Government masters to be placed on compensatory pensions and for the College to re-engage such of them as it might choose on such conditions of work and service as might be prescribed. In that case, an essential preliminary would be for the College to draw up a code of conditions of service which would be suited to its requirements. This task is now being attempted at Aitchison College and an informal reference to the plans in contemplation in that institution would be beneficial. A provident fund should be substituted for pensions and leave should only be granted for very special reasons. I repeat certain suggestions which I made in my previous report. The salary grades overlap ; and increments in some cases are unnecessarily over generous. It is inadvisable for a master to reach the maximum of his grade too quickly.

It will also be necessary to consider carefully the pay and conditions of service. It is true, on the one hand, that large demands are made on the time and energy of the staff and that duties which are not usual in the ordinary schools of the country are imposed upon them. On the other hand, salary scales elsewhere in India have been reduced in recent years in respect to new recruits. My experience at the Doon School and elsewhere tells me that the services of Europeans and Indians with high qualifications and good experience can now be obtained and that a far more efficient and better qualified staff could be engaged at Rajkot without increase, and with possibly a reduction, of expenditure.

7. It is also unfortunate that, with the exception of the Principal, no member of the teaching staff resides on the premises. To fulfil its purpose a residential school needs a residential staff. In present conditions it must be extremely difficult for the masters to gain effective contact with the boys ; and an immense amount of time and energy must be spent in journeying to and from school. I hazard the suggestion that two or three sets of quarters might be constructed on or near the College premises and that the expenditure might be met by a grant from the Endowment Fund. The assets of

the College would not thereby be reduced, while the rent payable in respect to quarters would probably exceed the rate of interest now obtainable. In any case, the conditions of service would become more attractive and the life of the College would be enriched. I noticed that, on the side of the Principal's house, the adjoining land is being much built over.

8. The examination results are given below and are scarcely inspiring. No candidate is being presented for the Diploma Examination this year.

Year.					No. of boys sent up.	No. of boys passed.
1930-31 ..	..	..	..	..	2	2
1931-32 ..	..	..	..	..	6	3
1932-33 ..	..	..	..	..	3	3
1933-34 ..	..	..	..	..	5	2
1934-35 ..	..	..	..	..	3	2

9. The most notable advance has been in the boarding house. Dormitories have been substituted for private suites of rooms ; common messing has been introduced ; clothing is purchased according to an authoritative inventory ; a matron (with high medical qualifications) has been appointed. The dormitories are bright airy rooms and the general arrangements seemed satisfactory. The boys are much better cared for than they were under the old system ; and the reduction in cost to parents is very large.

In the old system of private messing, private servants, etc., the expenditure per head in the boarding house exceeded Rs. 2,000 a year. The Principal first estimated that, apart from a few extras such as travelling expenses, riding, and pocket money, the average cost would drop to Rs. 900 a year, but even this calculation appears to have been an over-estimate. To those who hold that chiefs' colleges must inevitably be bound by tradition and that every change, however salutary, is bitterly resented, this remarkable achievement will give cause for reflection. Rajkot has given a lead to all chiefs' colleges in this important matter.

10. Fuller advantage might, perhaps, be gained from this salutary innovation. An inclusive fee should be charged which would cover all boarding house expenses except a few extras such as riding, pocket money and travelling. The fee for books and stationery would more properly be added to the tuition fees. Bearing in mind that the annual expenditure has been reduced by over a thousand rupees or more, it would not be unreasonable to take into account the salaries of those in charge of the boarding house as well as the cost of depreciation and repair of buildings. Even then, an inclusive fee of Rs. 900 a year would probably be sufficient.

11. Though the appointment of a matron has been a valuable innovation, the arrangements for supervision are not entirely satisfactory. The boys need to be placed under the constant care and supervision of a matron ; they need also to be under the supervision of a man or men who would join with them in their daily activities and would stimulate them in their mental and general development. I am doubtful, for example, whether sufficient general reading is attempted by the boys and whether they have sufficient opportunities of conversing with men of wide tastes and views.

I gather that the matron attends the dispensary and dispenses medicines, that she nurses the boys in the time of illness, that she supervises generally the kitchen arrangements ; she also mixes freely with the boys and associates herself with their interests and activities. On the other hand, the wing masters are responsible for discipline and look after the clothing of the boys and the purchase of food.

12. I suggest that, should an opportunity arise, two members of the teaching staff should reside in the boarding houses and should take the place of the wing masters. They would supply that type of companionship which would be beneficial to the boys, while they themselves would probably appreciate the wider scope thus offered to them.

An alternative would be to appoint an additional Indian matron, who would supervise the feeding arrangements, in which case a single resident master would suffice.

13. Another pleasing feature of the present position is that enrolment has risen from 23 to 40 ; what is even more satisfactory is that whereas, two years ago, the majority of boys were nearing the time of leaving school, the majority are now little boys who may be expected to remain at school for many years to come. On the other hand, the amalgamation of Scott College, Sadra, is responsible for about ten additional boys and should be regarded as fortuitous.

The enrolment figures are given below :—

Year.	Admissions.						Withdrawals.
1930-31	5	10
1931-32	5	11
1932-33	2	6
1933-34	6	15
1934-35	22	6
1935-36	15	9

The age statistics in each class are given below ; they indicate a wide variation in each class, but the two junior classes seemed to me to form more manageable units.

Class.	No. of boys.	Ages.	Extreme ages.	Average age.
Diploma	..	..	..	..
II	3	17, 17, 18	17—18	17.3
III	5	16, 16, 17, 17, 18	16—18	16.8
IV	6	11, 15, 15, 16, 16, 19	11—19	15.3
V	7	10, 12, 14, 15, 16, 17, 19	10—19	14.7
VI	3	12, 13, 15	12—15	13.3
VII	7	7, 8, 10, 10, 12, 12, 12	7—12	10.2
VIII	9	8, 8, 8, 8, 9, 9, 10, 11, 13	8—13	9.3

14. Apart from the financial implications which will be discussed later, the small enrolment is a serious obstacle to progress. The classes are in many instances so small that work becomes lacking in vitality and interest ; games and other healthy activities are similarly impeded in their development. It may be that the largely reduced expenditure to parents, that the development of healthy influences in the boarding houses, that further improvements in the teaching and life of the College may result in attracting greater confidence among parents and thereby larger enrolment ; but, from all that I have seen and heard not only at Rajkot but elsewhere and bearing in mind that the enrolment has rarely exceeded fifty boys at any time in the past, I am driven to the conclusion that, even with further improvements, the enrolment will never be such that the College can compete with more recent foundations such as the Doon School in its wide activities. A segregate institution must suffer inevitably from many disadvantages ; a wider environment would be beneficial in many ways ; it is at least depressing that, so far as can be seen, a large number of rooms in the College will always remain untenanted. I, therefore, suggest that, as is being cautiously attempted at Aitchison College, Lahore, and at Rajkumar College, the conditions of admission might with advantage be liberalised.

15. The College is fortunate in having a large endowment fund of Rs. 10,65,900, which is invested in G. P. Notes on rates of interest ranging from

3½ per cent. to 5½ per cent. No grant-in-aid is received from Government and the deficit on the working of each year is met by the Kathiawar States as their contribution towards the maintenance of the College. The buildings are most attractive and I only wish that they were more fully utilised. Thus, the Chiefs have shown great liberality towards both the creation and the maintenance of the institution.

There are also the Ranjitsinghi and Turner Memorial Funds with a capital of Rs. 54,300 and Rs. 25,000 respectively, from the interest of which six scholarships of Rs. 500 a year are now awarded together with an additional scholarship of Rs. 400 a year from the interest on the Gordon Prize Fund.

The revised budget for 1935-36 estimates a revenue amounting to Rs. 82,973. The main sources of income are:—

Rs.

(a) Tuition fees	15,000
(b) Interest on invested capital	45,845
(c) Deficit Fund to be met by Kathiawar Chiefs	18,504

16. I found it difficult to understand the arrangements by which tuition fees are levied, but the rules seemed to be cumbrous to a degree. I ascertained, however, that scarcely any pupils from among the categories of those paying the higher rates of fees seek admission, while there are many pupils in the lower categories who pay fees which are far below the actual cost of tuition and thus represent a dead loss to the College finances. The award of scholarships should meet the requirements of those boys of capacity, whose parents are unable to meet the normal cost of their schooling. This question deserves the attention of the College authorities.

G. ANDERSON,
Educational Commissioner.

The 24th April, 1936.

The Hon'ble the Agent to the Governor-General desired that I should be associated with the Educational Commissioner with the Government of India during his inspection of the Rajkumar College in March 1936. The Chief of Jasdan was also invited to meet the Educational Commissioner and to inspect the College with him, and College matters were discussed in detail with Sir George Anderson on the morning of the 26th March.

2. The number of boys in the College shows a distinct improvement on that of recent years. It is undoubtedly true that the Kumars at present studying in the College come in the main from the smaller jurisdictional States and estates in Kathiawar. This is probably due in considerable measure to the inclination of the bigger Princes and more wealthy Rulers to send their boys to England for education, or to obtain for them expensive private tutors. There is undoubtedly a large field of recruitment in Kathiawar for the class of boy for whom the College caters and the fact that there are few, if any, Kumars from the Salute Rulers at the present moment by no means indicates that there will be future difficulty in filling up the College.

3. The recent reduction in the general expenses of the College should also help recruitment. Such innovations as the appointment of a matron and the introduction of the joint-messing system, together with the overhaul of the College staff will, eventually I am sure, show parents of eligible Kumars that the College gives very good value for the money paid to it. It is particularly gratifying to notice that the number on the roll has not decreased as a result of the introduction of the joint messing scheme. Such a scheme is of necessity treated with considerable suspicion by many of the more old-fashioned parents, and the fact that success can be said to have attended the experiment, reflects considerable credit on the boldness and enterprise of the College Council, who have been the first boy of its kind to make such an innovation in the Chiefs' Colleges in India.

4. There are of course certain criticisms levied against the College. It is difficult to know exactly what the main ones are, but there is no doubt that a few years ago the College did not retain the full confidence of parents and other persons of influence from whom assistance might have been expected. The Council have endeavoured to combat this lack of confidence, and success seems now to be attending their efforts.

5. Mention seems to be necessary of the influence now being exercised by the Wadhwan Talukdari Girassia College and the inevitable effect such outside and competitive influence must have on the admissions to the Rajkumar College, Rajkot. The former institution has progressed very greatly in recent years and as there is no very marked difference in position, status and ability to pay between the Kumars who enter each institution, the increase of admissions to one must be reflected in a decrease of admissions to the other. It has been suggested that the two Colleges could be run in collaboration and if some suitable co-ordinating scheme could be evolved it would be undoubtedly to the benefit of both.

5. The primary function of the Chiefs' Colleges is that there should be proper training of future Rulers and of those who may be in a position to exercise an influence on the administrative progress and development of the Indian States, and I am sure it must be conceded that the education offered by the Rajkumar College, Rajkot, certainly fulfils that function.

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